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ABSTRACT

This set of data tables provides system-level information on transfer between sub-baccalaureate and baccalaureate institutions in Minnesota. "Transfer" refers to subsequent attendance as an undergraduate at a baccalaureate institution following initial attendance at a sub-baccalaureate institution, thereby including students who attend another institution without "formally" transferring. The sub-baccalaureate systems included in the report are community colleges, private vocational schools, technical colleges, and the University of Minnesota campuses at Crookston and Waseca. Baccalaureate systems include private colleges, state universities, and the University of Minnesota campuses at Duluth, Morris, and the Twin Cities. This report provides transfer data by full-/part-time status; age; gender; racial/ethnic status; and student level for students entering sub-baccalaureate institutes between fall 1984 and fall 1988 who transferred to a baccalaureate institution within 3 years after entry. Changes in transfer rates over time are detailed. Lists of Minnesota community and technical colleges grouped by presence or absence of public baccalaureate institutions in the same community, and of Minnesota private vocational schools and baccalaureate institutions are included. (MAB)

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TRANSFER FROM SUB-BACCALAUREATE TO BACCALAUREATE INSTITUTIONS IN MINNESOTA POST-SECONDARY EDUCATION FALL 1984 - FALL 1988

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TRANSFER FROM SUB-BACCALAUREATE TO BACCALAUREATE INSTITUTIONS IN MINNESOTA POST-SECONDARY EDUCATION FALL 1984 - FALL 1988

Prepared by the Staff of the
Minnesota Higher Education Coordinating Board

February 1993

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EXECUTIVE SUMMARY

This report examines trends in transfer of new entering students from fall 1984 through fall 1988 through the fourth year of attendance from sub-baccalaureate to baccalaureate institutions in Minnesota. This initial study of transfer rates by the staff of the Higher Education Coordinating Board, provides a foundation for assessing transfer policies and future transfer activity. Sub-baccalaureate institutions include community colleges, technical colleges, the University of Minnesota campuses at Crookston and Waseca, and private vocational schools.

Major findings include:

- Among the sub-baccalaureate systems, community colleges had the highest rate of transfer for new entering students with years of entry from 1984 through 1988. Transfer rates were about 18 percent for new entering students in 1984 and 1988, although they were slightly lower in the intervening years.

- For the University of Minnesota campuses at Crookston and Waseca, transfer rates increased from about 12 percent among the 1984 new entrants to about 15 percent for 1988 new entrants.

- Transfer rates for full-time, new entering students at community colleges from 1984 through 1988 ranged from nearly 26 percent to nearly 28 percent. This is comparable to a rate of 20.7 percent for new entering students in 1986 appearing in a Colorado study.

- The State University System was the most frequent destination among new entering students who transferred to a baccalaureate institution within three years after entry at every type of sub-baccalaureate institution. The University of Minnesota four-year campuses and the private colleges generally were second and third respectively.

- The highest rates of transfer among full-time, new entering students age 24 or younger, between 1984 and 1988, occurred in the community colleges. Transfer rates for community college students varied between approximately 27 percent to over 29 percent throughout the period. These rates are comparable to rates elsewhere. Findings from a national study indicate a rate of 24.7 percent for a 1980 group of new entrants. Findings from a Colorado study indicate a rate of 25.1 percent for new entering students in 1986.

CHAPTER 1. INTRODUCTION

This report focuses on the amount of transfer that occurs from sub-baccalaureate to baccalaureate institutions in Minnesota.[1] This initial study of transfer rates by the staff of the Higher Education Coordinating Board, provides a foundation for assessing transfer policies and future transfer activity. Students attend sub-baccalaureate institutions for a wide variety of reasons, including geographic convenience, cost of attendance, development of occupational skills, or preparation for a baccalaureate program. Many of these students subsequently attend a baccalaureate institution. This report examines transfer rates among all students entering sub-baccalaureate institutions without regard to intentions to transfer.

Transfer is an important issue in Minnesota. Questions about the extent and ease of transfer have arisen in the legislature as well as within the higher education community. An agreement has been negotiated among all public college and university campuses to develop a Minnesota Transfer Curriculum by which students are able to transfer their completed lower division general education work to meet requirements for lower division general education at any public university in the state. A "transfer hotline" at the Office of Intersystem Collaboration has been established. On campuses, transfer manuals and brochures are beginning to appear, faculty committees to review programs for ease of transfer are being established, and "transfer specialists" are being hired.

[1] This report is accompanied by a Statistical Supplement which includes the tables of information upon which the graphs in these pages are based. Each graph contains a reference to the relevant table or tables in the Statistical Supplement.

In the past, interest in transfer focused on community colleges. Recently, however, transfer involving other sub-baccalaureate institutions has received attention. Technical colleges and specific state universities, for example, have negotiated transfer agreements.[2]

BACKGROUND

The amount of transfer that occurs from community colleges to baccalaureate institutions has been the subject of both state and national studies. While findings from these studies have been similar, comparison of transfer activity across states requires caution. In some states, community colleges are comprehensive institutions that offer terminal occupational programs as well as transfer programs. In other states, including Minnesota, the transfer function largely rests in the community colleges and occupational instruction largely rests in a separate system of technical colleges. The presence or absence of transfer programs affects the amount of transfer to baccalaureate institutions.

Two national studies using data gathered over time by the National Center of Education Statistics found similar rates of transfer. One study found a transfer rate for new entering students from two-year to four-year institutions of 21.2 percent.[3] Another found a rate of 20.2 percent with rate of 24.7 percent for full-time new entering students.[4] A state study sponsored

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[2] Minnesota Technical College System, Biennial System Plan, (September, 1992), p. 32.

[3] Clifford Adelman, "Transfer Rates and the Going Mythologies", Change, (January/February, 1988). This study examined the National Longitudinal Study of the High School Graduating Class of 1972 (NLS), together with an extension of that study called the Postsecondary Education Transcript Study. Transcripts for this group were examined over a 12 year period. No consideration of number of credits was made. Given this fact and the fact that examination of the group began immediately after high school graduation, this study is roughly comparable to categories in this report labeled "Community Colleges - Age 24 and Younger". Analysis of new entering student groups in this report, however, only covers a period of up to three years after entry. The transfer rate in the Adelman study from two-year to four-year institutions is over a 12 year period and was 21.2 percent.

[4] Norton Grubb, "The Decline of Community College Transfer Rates", Journal of Higher Education, Vol. 62, No.2, (1991). This study also used the NLS and combined it with a comparable study focusing on the high-school class of 1980 known as the High School and Beyond Study. The focus was students at community colleges who were approximately 18 to 22 years of age and who transferred within four years. All students were examined as well those who were registered for 12

by the Colorado Commission on Higher Education found a transfer rate of 20.7 percent for full-time students attending public institutions in the state.[5]

APPROACH AND METHODOLOGY

Analysis of the amount of transfer is helpful in understanding the flow and continuity of enrollments across higher education institutions. In this report, transfer refers to subsequent attendance as an undergraduate at a baccalaureate institution following initial attendance at a sub-baccalaureate institution. This broad approach includes:

- students who formally transfer from one institution to another and
- students who subsequently attend another institution without formal transfer.

The level of analysis is post-secondary systems, not individual institutions. Sub-baccalaureate systems include community colleges, private vocational schools, technical colleges, and the University of Minnesota campuses at Crookston and Waseca. A complete listing of all sub-baccalaureate institutions in each system is provided in Tables 1 and 2 in the Appendix. Baccalaureate systems include private colleges, state universities, and the University of Minnesota campuses at Duluth, Morris, and the Twin Cities. Individual baccalaureate institutions are listed in Table 3 of the Appendix.

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or more credits. The analysis therefore, except for the years of comparison, is roughly comparable to the five groups analyzed in this report under the community college categories age 24 or younger as well as full-time, age 24 or younger. Looking at the most proximate group, 1980, Grubb found transfer rates within 4 years of 20.2 percent for all students and 24.7 percent for those that took at least 12 credits or were essentially full-time.

Another national study examining transfer rates is: Arthur Cohen, "Calculating Transfer Rates", American Association of Community and Junior Colleges Journal, (Feb/Mar, 1992). This study, conducted by the Center for the Study of Community Colleges (CSCC) collected data from a sampling of community colleges for two of the years included in the study - 1984 and 1985. Students that had no prior college experience and registered for 12 or more credits over a four-year period were tracked. Unlike the national studies described above, the tracking was confined to four-year institutions within the same state as the community college of origination. Findings of that study for the 1984 group indicated a transfer rate of 23.7 percent and 23.6 percent for the 1985 group.

[5] Colorado Commission on Higher Education, "Persistence and Completion Rates, Colorado Public Higher Education, Fall 1986 Through Fall 1990", (November, 1991).

Generally only community colleges have offered programs designed for transfer to a baccalaureate institution. Comparison of transfer rates from community colleges with those from other sub-baccalaureate systems should therefore be made with caution.

The report addresses the following questions regarding transfers:

1. How many students have transferred and to what type of institution have they transferred?
2. Have rates of transfer differed by location of sub-baccalaureate institution?
3. Have rates of transfer varied by age, full-time/part-time status, gender, and racial/ethnic status of students at the time of entry?
4. What has been the academic progress of transfer students?
5. How have these rates changed over time?

Analysis of transfer is based on new entering students at sub-baccalaureate institutions from fall 1984 through fall 1988. These are the most recent years for which tracking of subsequent enrollments to a fourth year is possible.[6] There are separate analyses of full-time and part-time new entering students. Part-time new entering students, however, might transfer at a point in time after the fourth year of attendance at the sub-baccalaureate institution.

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[6] This analysis includes new entering students as reported to the Higher Education Coordinating Board. All enrollment data are reported as of early fall term. Classification of students as "new entering" is the responsibility of the reporting institution or the students themselves. A review of the Coordinating Board's data, however, shows that some reported new entering students had an enrollment record from at least one previous year. In the two most recent years, about 16 percent had a previous enrollment record. Although many of these individuals likely are not new entering students, the circumstances for others might not be so clear. Individuals who withdraw from school before completing their first term and attend again in a later year legitimately could be reported twice as new entering students. Other individuals who attend more than one institution for unrelated programs that do not involve transfer of credit between institutions also could be considered new entering students at each institution for measuring persistence. It is possible that high school students taking part in the state's Post-Secondary Enrollment Options program were erroneously counted as new entering students.

Because of the difficulty of determining whether or not an individual truly was a new entering student, the analysis includes all reported new entering students.

The report has two parts. The first, Chapter 2, examines overall rates of transfer by counting a new entering student's first subsequent enrollment as an undergraduate in a Minnesota baccalaureate institution in any of the three fall terms after initial entry. The second part, Chapter 3, measures academic progress according to student level in a Minnesota baccalaureate institution in the third year after initial entry as a new entering student at a sub-baccalaureate institution. By focusing only on the third year after entry, the analysis includes students who might have transferred more than once. Because the focus is undergraduate transfer, the analysis excludes students enrolled at the graduate or first professional level by the third year after entry.

Several points regarding academic progress are in order. Transfer to a baccalaureate system from a sub-baccalaureate system might not be the same as academic progress. Students completing sub-baccalaureate programs not designed for transfer might attend a baccalaureate institution without being able to transfer credit for advanced standing. Further, the analysis might not reflect the full extent of transfer that has occurred among higher education systems in Minnesota. The data only depict enrollments as of early fall term. Some students, however, enter or transfer at other times of the year.

Sub-baccalaureate institutions were grouped as follows:

1. Community College System, with the following categories:

    a. Greater Minnesota without a baccalaureate institution in the same community
    b. Greater Minnesota with a baccalaureate institution in the same community
    c. Twin Cities Area

2. Technical College System, with the following categories:

    a. Greater Minnesota without a baccalaureate institution in the same community
    b. Greater Minnesota with a baccalaureate institution in the same community
    c. Twin Cities Area

3. The University of Minnesota campuses of Crookston and Waseca. The Waseca campus closed in summer 1992.

4. Private vocational schools.

Analysis of students at community colleges and technical colleges includes proximity to a baccalaureate institution. This was also done to see if proximity to a baccalaureate institution had an appreciable impact on transfer rates.

CHAPTER 2. OVERALL TRANSFER RATES

This chapter examines rates of transfer from sub-baccalaureate institutions to baccalaureate institutions among new entering students from fall 1984 through fall 1988. The analysis focuses on the first subsequent enrollment as an undergraduate in a Minnesota baccalaureate institution in any of the three years after initial entry. This provides transfer rates of new entering students through four years of attendance. Analysis includes new entering students by full-time and part-time status; by age, 24 years or younger, 25 years or older, and the category of full-time new entering students age 24 years or younger; by gender; and by racial/ethnic background.

OVERALL RATES

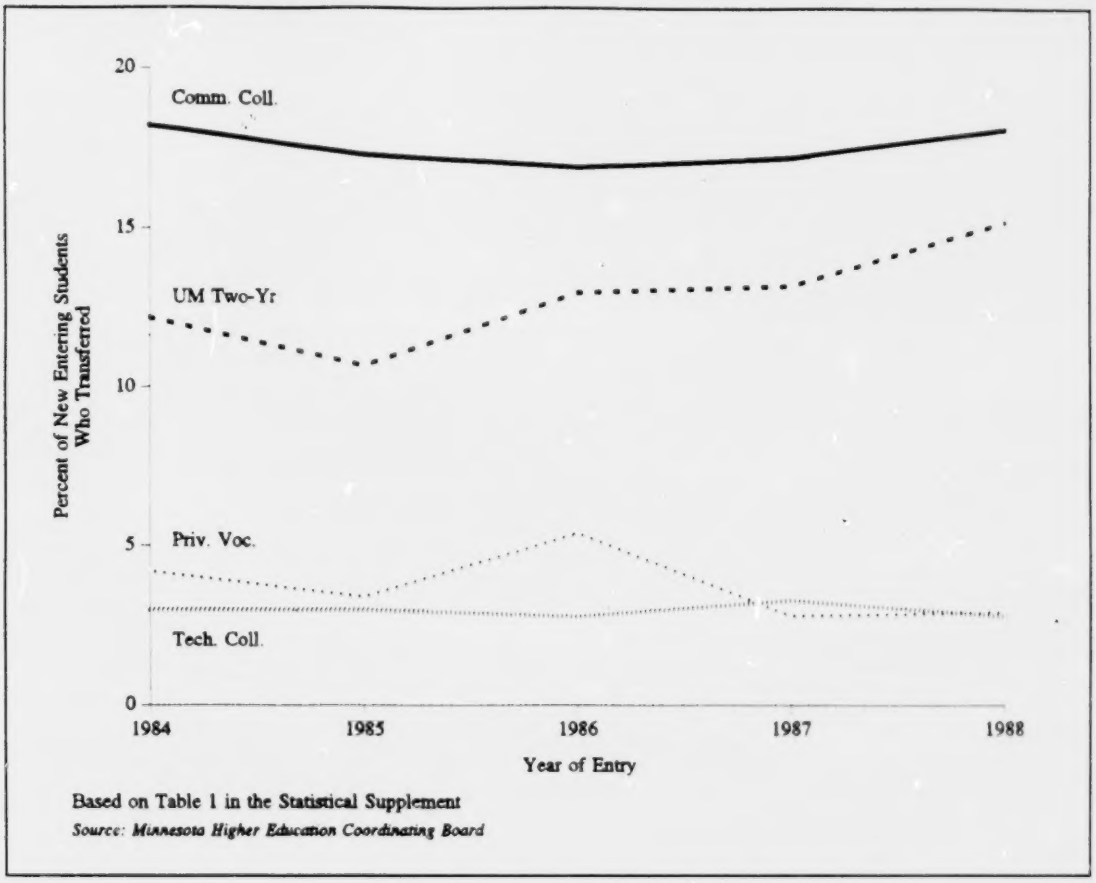
This section examines overall rates of transfer among new entering students from sub-baccalaureate systems to baccalaureate institutions from two perspectives. The first is rates by institutions of origin. The other perspective is institutions of destination.

Institutions of Origin

Figure 1 shows the rates of transfer for new entering students by sub-baccalaureate system for each year of entry from 1984 through 1988.

- Among the sub-baccalaureate systems, community colleges had the highest rate of transfer for new entering students with years of entry from 1984 through 1988. Transfer rates were about 18 percent for new entering students in 1984 and 1988, although they were slightly lower in the intervening years.
- Among community colleges, transfer rates were higher in Greater Minnesota at nearly 20 percent or more than in the Twin Cities area where the rates were about 16 percent.
- For the University of Minnesota campuses at Crookston and Waseca, transfer rates increased from about 12 percent among the 1984 new entrants to about 15 percent for 1988.

Figure 1. Percent Of New Entering Students In Sub-Baccalaureate Institutions, Fall 1984 Through Fall 1988, Who Transferred To A Baccalaureate Institution Within Three Years After Entry



Based on Table 1 in the Statistical Supplement

Source: Minnesota Higher Education Coordinating Board

NOTE: Generally only community colleges offer programs designed for transfer to a baccalaureate institution.

Destination

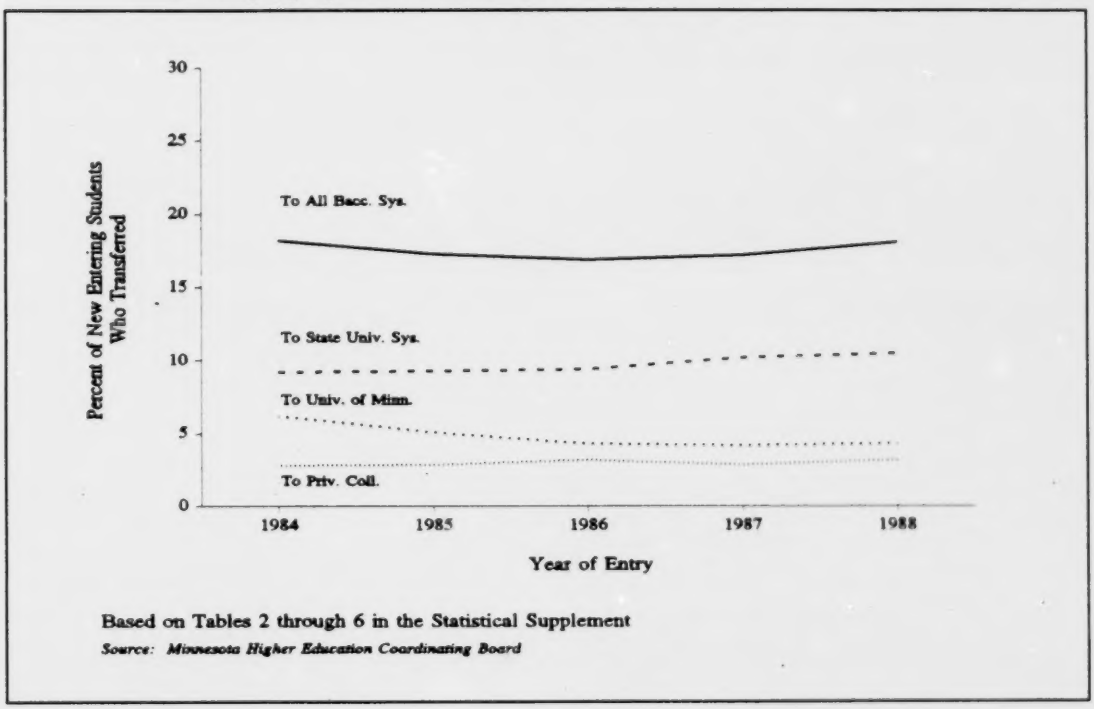
The baccalaureate systems in Minnesota are the State University System, the University of Minnesota, and the private colleges. Figures 2 through 5 show the rates of transfer to Minnesota baccalaureate systems for new entering students at sub-baccalaureate institutions for each year of entry from 1984 through 1988.

- The State University System was the most frequent destination among new entering students at every type of sub-baccalaureate institution who transferred to a baccalaureate institution within three years after entry . The University of Minnesota four-year campuses and the private colleges generally were second and third respectively.

- Transfer among new entering students at community colleges between fall 1984 and fall 1988 to state universities increased from about 9 percent to 10.5 percent. Transfer from community colleges to the University of Minnesota four-year campuses decreased from about 6 percent to about 4 percent.

- Transfer rates among new entering students at the University of Minnesota two-year campuses between fall 1984 and fall 1988 to state universities increased from 8 percent to 10 percent.

Figure 2. Percent Of New Entering Students In Community Colleges, Fall 1984 Through Fall 1988, Who Transferred To A Baccalaureate Institution Within Three Years After Entry By System Of Destination

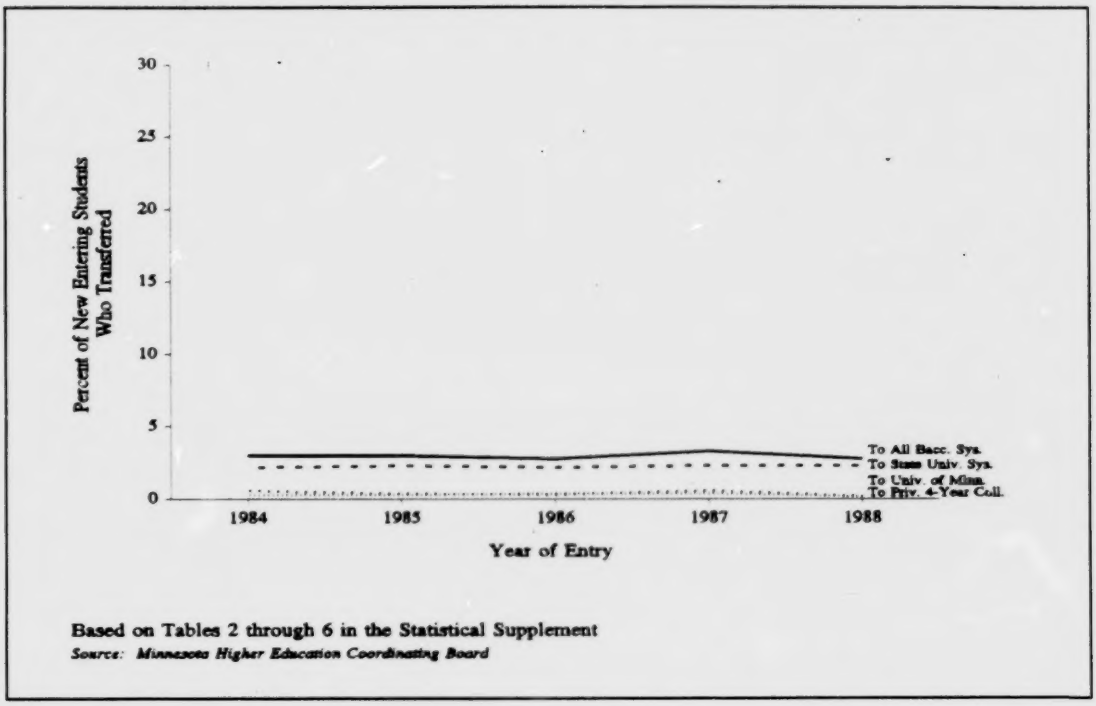


Based on Tables 2 through 6 in the Statistical Supplement

Source: Minnesota Higher Education Coordinating Board

NOTE: Generally only community colleges offer programs designed for transfer to a baccalaureate institution.

Figure 3. Percent Of New Entering Students At Technical Colleges, Fall 1984 Through Fall 1988, Who Transferred To A Baccalaureate Institution Within Three Years After Entry By System Of Destination

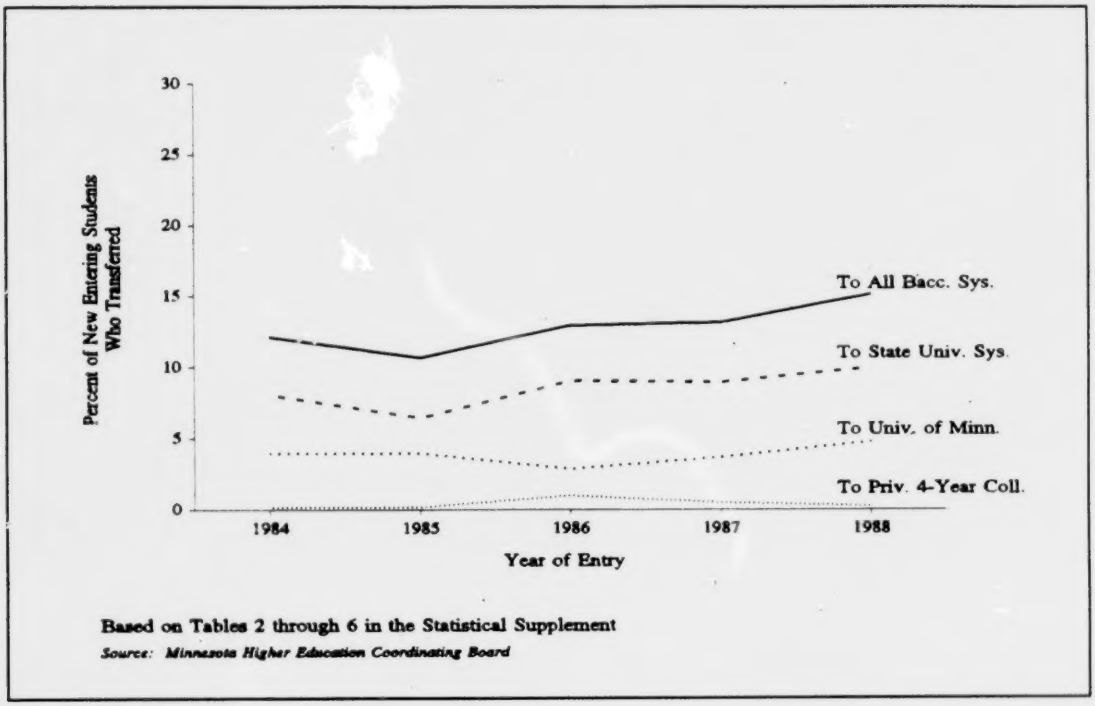


Based on Tables 2 through 6 in the Statistical Supplement

Source: Minnesota Higher Education Coordinating Board

NOTE: Generally only community colleges offer programs designed for transfer to a baccalaureate institution.

Figure 4. Percent Of New Entering Students At University Of Minnesota Campuses At Crookston And Waseca, Fall 1984 Through Fall 1988, Who Transferred To A Institution Within Three Years After Entry By System Of Destination

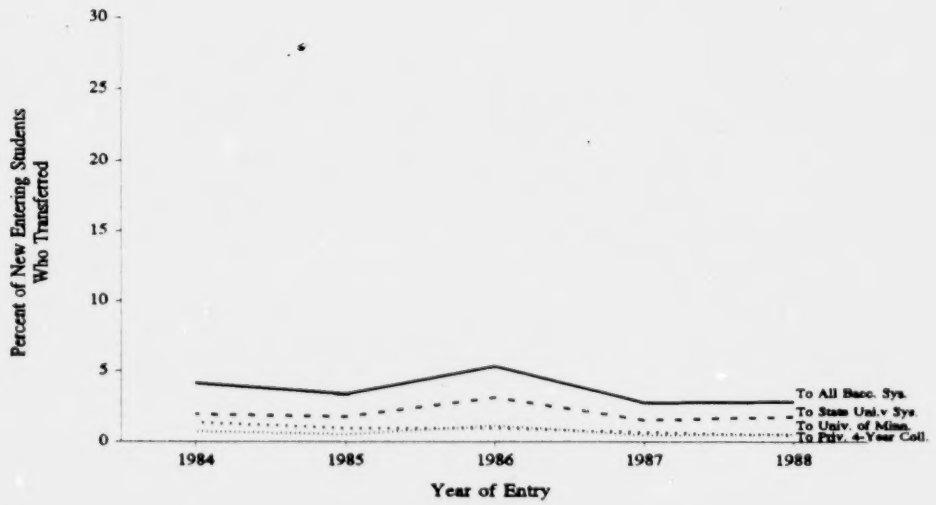


Based on Tables 2 through 6 in the Statistical Supplement

Source: Minnesota Higher Education Coordinating Board

NOTE: Generally only community colleges offer programs designed for transfer to a baccalaureate institution.

Figure 5. Percent Of New Entering Students At Private Vocational Schools, Fall 1984 Through Fall 1988, Who Transferred To A Baccalaureate Institution Within Three Years After Entry By System of Destination



Based on Tables 2 through 6 in the Statistical Supplement

Source: Minnesota Higher Education Coordinating Board

NOTE: Generally, only community colleges offer programs designed for transfer to a baccalaureate institution.

Geographic region, defined as either Greater Minnesota or the Twin Cities area, and proximity of the sub-baccalaureate institution to a baccalaureate institution also were examined.[7] This analysis showed that from fall 1984 through fall 1988, new entering students at community colleges in Greater Minnesota were more likely to transfer to a baccalaureate institution within three years after entry than those in the Twin Cities area. This pattern was largely attributable to the proportion that transferred to the State University System. Transfers during this period from

[7] A sub-baccalaureate institution was considered proximate to a baccalaureate institution if both institutions were located in the same community.

community and technical colleges to either the University of Minnesota four-year campuses or private four-year colleges were higher in the Twin Cities area than in Greater Minnesota.

Proximity to a baccalaureate institution appeared to systematically affect transfer rates only in the case of the technical colleges. New entering students from fall 1984 through fall 1988 at technical colleges in Greater Minnesota with a baccalaureate institution in the same community were more likely to transfer within three years after entry than those in Greater Minnesota without a baccalaureate institution in the same community. The size of these differences and the number of students involved, however, were too small to merit further attention at this time.

TRANSFER BY FULL-TIME AND PART-TIME STATUS

Transfer to baccalaureate institutions of new entering students by full-time and part-time status, as reported by sub-baccalaureate institutions, is the focus of this section. Transfer rates for the community colleges were higher for full-time new entering students than for part-time students. Only the community colleges had large numbers of part-time students for the years under study.[8] Small numbers of part-time students in the other sub-baccalaureate systems do not permit useful comparisons between full-time and part-time students.

Full-Time Students

Rates of transfer for full-time, new entering students by sub-baccalaureate system for each year of entry from fall 1984 through fall 1988 appear in Figure 6.

- Transfer rates for full-time, new entering students at community colleges from 1984 through 1988 ranged from nearly 26 percent to nearly 28 percent.
- Transfer rates for full-time, new entering students in Greater Minnesota community colleges were higher than in the Twin Cities area. Rates in Greater Minnesota varied from 26 percent to 31 percent. Rates in the Twin Cities area were between 24 and 25 percent.
- Transfer rates for full-time, new entering students between 1984 and 1988 at the two-year campuses of the University of Minnesota increased from approximately 11 percent to over 15 percent.
- Transfer rates for full-time, new entering students at community colleges from 1984 through 1988 ranged from nearly 26 percent to nearly 28 percent. This is comparable to a rate of 20.7 percent for new entering students in 1986 appearing in a Colorado study.[9]

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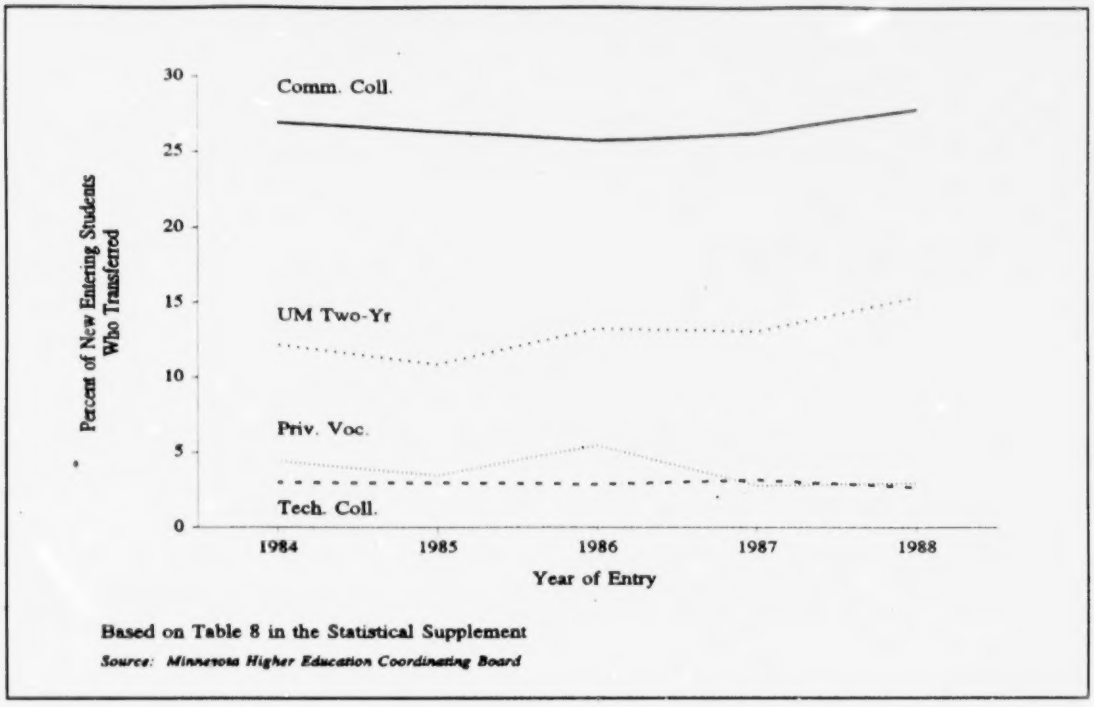
[8] The technical colleges have restructured their instructional programs since the middle 1980s, one consequence of which has been a considerable increase in part-time enrollments.

[9] Colorado Commission on Higher Education, "Persistence and Completion Rates".

Figure 6. Full-Time New Entering Students In Sub-Baccalaureate Institutions, Fall 1984 Through Fall 1988, Who Transferred To A Baccalaureate Institution Within Three Years After Entry



Based on Table 8 in the Statistical Supplement

Source: Minnesota Higher Education Coordinating Board

NOTE: Generally only community colleges offer programs designed for transfer to a baccalaureate institution.

Part-Time Students

Only the community colleges had substantial numbers of part-time students during the period of this study.

- The transfer rate among part-time, new entering students at community colleges from 1984 through 1988 remained stable, between 8 and 9 percent.

- Transfer rates for part-time, new entering students at Twin Cities area community colleges were higher than at community colleges in Greater Minnesota without a baccalaureate institution in the same community. This pattern is the reverse of that for full-time, new entering students.

TRANSFER BY AGE

This section examines transfer to baccalaureate institutions of new entering students by age from fall 1984 through fall 1988. The analysis includes two categories of age: age 24 years or younger and age 25 years or older. Transfer rates were higher for students age 24 or younger than for students age 25 or older. Students whose ages were unknown are excluded from analysis. All institutions except the two-year campuses of the University of Minnesota had significant numbers of students in both age categories. The two-year campuses of the University of Minnesota at Crookston and Waseca had few students age 25 years or older.

Students Age 24 or Younger

Figure 7 shows new entering students age 24 or younger in sub-baccalaureate systems, fall 1984 through fall 1988, who transferred to a baccalaureate institution within three years after entry.

- Transfer rates for new entering students at community colleges age 24 or younger remained around 24 percent from 1984 through 1988.
- Transfer rates for new entering students age 24 or younger in Greater Minnesota community colleges were higher than for community colleges in the Twin Cities area. Rates in Greater Minnesota ranged from 26 percent to 30 percent. Rates in the Twin Cities area were 22 percent or lower.
- Transfer rates for new entering students age 24 or younger at the University of Minnesota campuses of Crookston and Waseca varied between 11 and about 14 percent from 1984 through 1988.
- Transfer rates for new entering students at community colleges age 24 were or younger, which were stable at around 24 percent from 1984 through 1988, are comparable to rates elsewhere. Findings from a national study, which followed a 1972 group for 12 years, indicate a rate of 21.2 percent[10] Findings from another national study, which followed a 1980 group for four years, indicate a rate of 20.2 percent for new entering students.[11]

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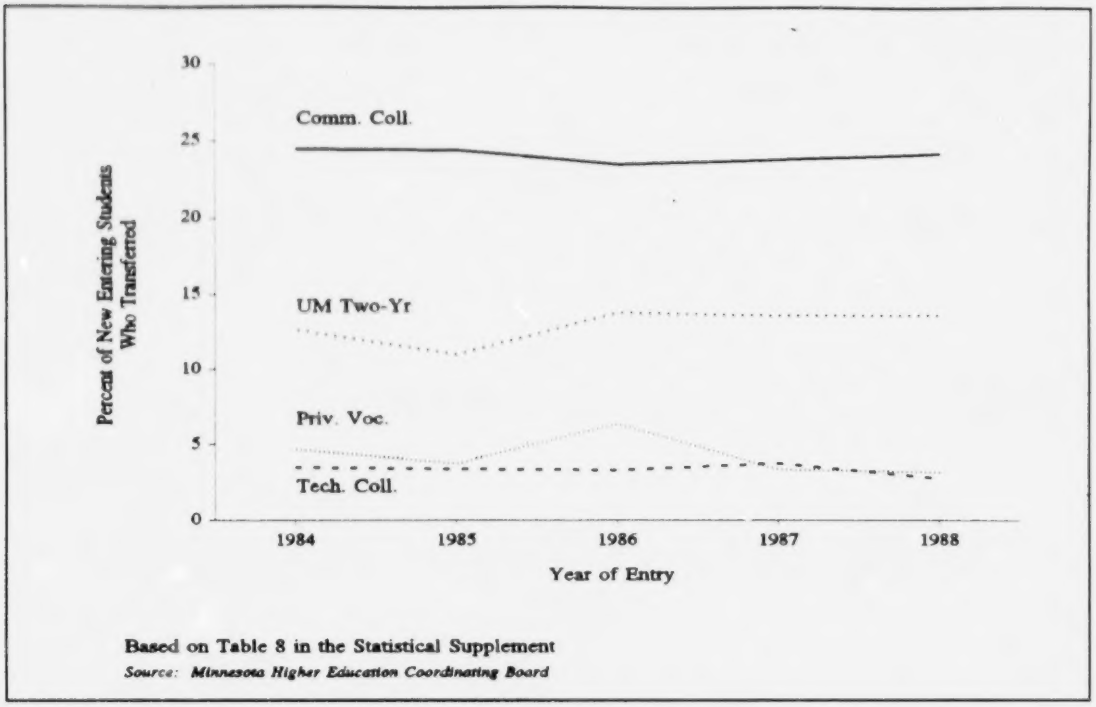
[10] Adelman, "Transfer Rates".

[11] Grubb, "The Decline of Community College Transfer Rates".

Figure 7. New Entering Students Age 24 Or Younger In Sub-Baccalaureate Institutions, Fall 1984 Through Fall 1988, Who Transferred To A Baccalaureate Institution Within Three Years After Entry



Based on Table 8 in the Statistical Supplement

Source: Minnesota Higher Education Coordinating Board

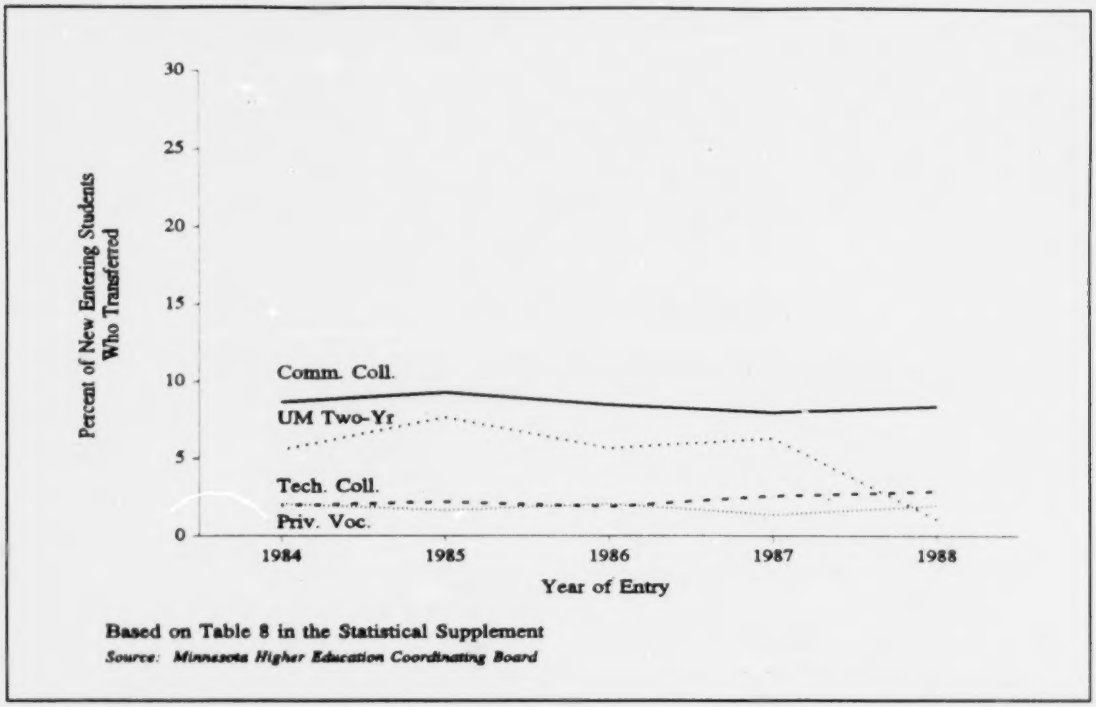
NOTE: Generally only community colleges offer programs designed for transfer to a baccalaureate institution.

Students Age 25 or Older

Figure 8 shows new entering students age 25 or older in sub-baccalaureate systems, fall 1984 through fall 1988, who transferred to a baccalaureate institution within three years after entry.

- At community colleges from 1984 through 1988, the transfer rate among new entering students age 25 or older was stable at from 8 to 9 percent.
- Among community colleges classified by location, little difference was evident in transfer rates of new entering students age 25 years or older. This is in contrast to differences in rates by location among younger students.

Figure 8. New Entering Students Age 25 Or Older In Sub-Baccalaureate Institutions, Fall 1984 Through Fall 1988, Who Transferred To A Baccalaureate Institution Within Three Years After Entry



Based on Table 8 in the Statistical Supplement
Source: Minnesota Higher Education Coordinating Board

NOTE: Generally only community colleges offer programs designed for transfer to a baccalaureate institution.

Full-Time Students Age 24 or Younger

Full-time, new entering students age 24 or younger receive special attention in this section because this group historically has constituted the greatest number of degree-seeking undergraduates. Figure 9 shows the rates of transfer for full-time, new entering students age 24 or younger by sub-baccalaureate system for each year of entry from fall 1984 through fall 1988.

- The highest rates of transfer among full-time new entering students age 24 or younger, between 1984 and 1988, occurred in the community colleges followed by the University of Minnesota campuses of Crookston and Waseca. Rates for community colleges varied between approximately 27 percent to over 29 percent throughout the period.

- Rates at community colleges in Greater Minnesota between 1984 and 1988 were greater than rates in the Twin Cities area. At community colleges in Greater Minnesota without a baccalaureate institution in the same community, transfer rates exceeded 30 percent. Rates in the Twin Cities area were between 25 to 27 percent.

- Transfer rates for full-time, new entering students age 24 or younger at the University of Minnesota campuses of Crookston and Waseca from 1984 through 1988 varied between 11 and 16 percent.

- The highest rates of transfer among full-time, new entering students age 24 or younger, between 1984 and 1988, occurred in the community colleges. Transfer rates for community college students varied between approximately 27 percent to over 29 percent throughout the period. These rates are comparable to rates elsewhere. Findings from a national study indicate a rate of 24.7 percent for a 1980 group of new entrants.[12] Findings from a Colorado study indicate a rate of 25.1 percent for new entering students in 1986.[13]

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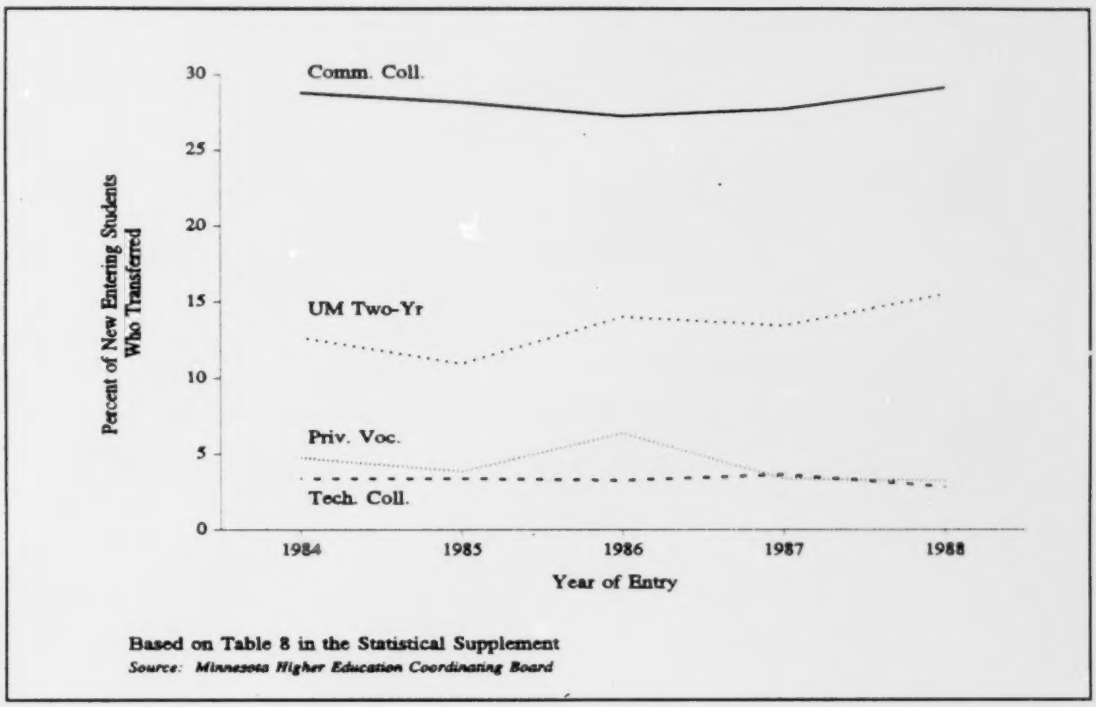
[12] Grubb, "The Decline of Community College Transfer Rates".

[13] Colorado Commission on Higher Education, "Persistence and Completion Rates".

Figure 9. Full-Time New Entering Students Age 24 Or Younger In Sub-Baccalaureate Institutions, Fall 1984 Through Fall 1988, Who Transferred To A Baccalaureate Institution Within Three Years After Entry



Based on Table 8 in the Statistical Supplement
Source: Minnesota Higher Education Coordinating Board

NOTE: Generally only community colleges offer programs designed for transfer to a baccalaureate institution.

TRANSFER BY GENDER

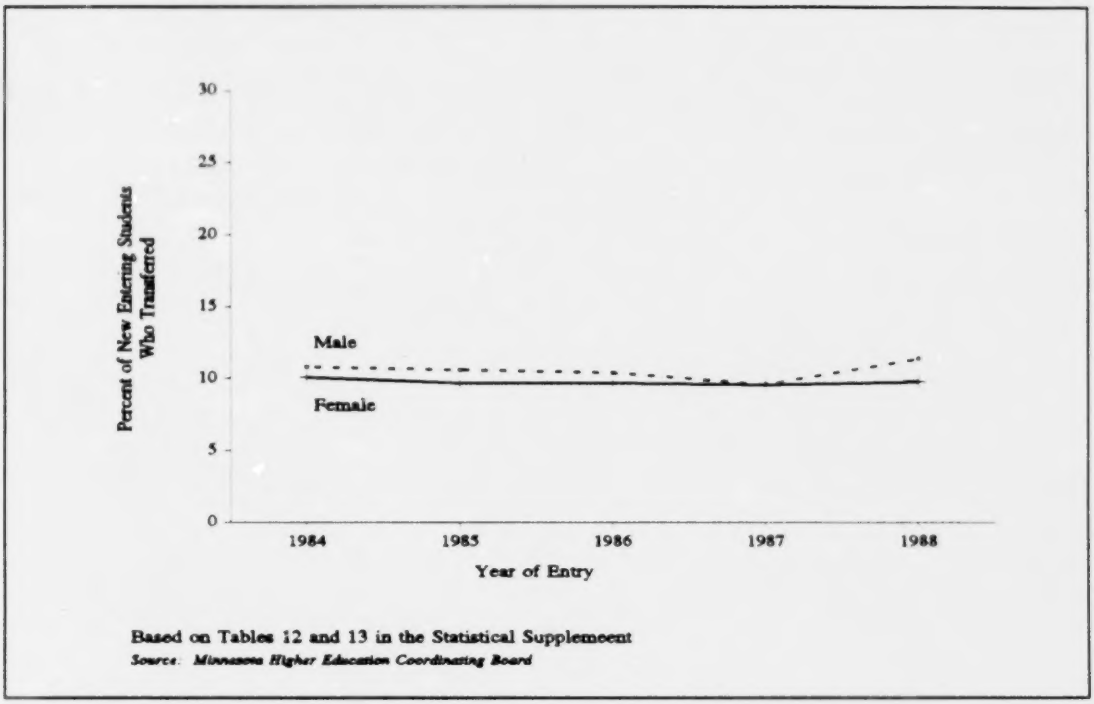
This section examines transfer to baccalaureate institutions of new entering students by gender. Figure 10 provides the overall transfer rates for new entering females and males at sub-baccalaureate institutions for each year of entry from fall 1984 through fall 1988. Figures 11 and 12 provide the same information by system.

- Overall transfer rates for both female and male new entering students remained relatively stable between 1984 and 1988. Transfer rates for males generally exceeded those for females.

- Transfer rates for new entering female and male students in community colleges remained stable between 1984 and 1988. Rates for females were approximately 16 percent. Rates for males varied between 20 and 21 percent.

- Transfer rates increased among new entering female and male students at the University of Minnesota campuses of Crookston and Waseca between fall 1984 and fall 1988. Transfer rates for female new entering students at these campuses varied from 7 to 13 percent. Rates for males varied from 13 to 17.5 percent.

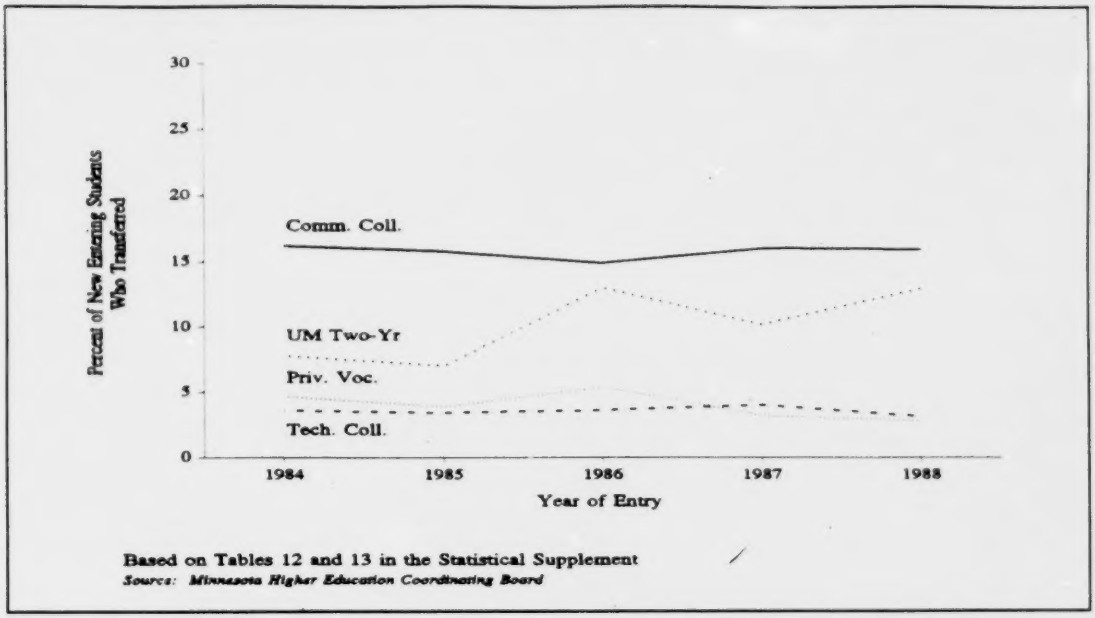
Figure 10. New Entering Students In Sub-Baccalaureate Institutions, Fall 1984 Through Fall 1987, Who Transferred To A Baccalaureate Institution Within Three Years After Entry By Gender



Based on Tables 12 and 13 in the Statistical Supplemeent
Source: Minnesota Higher Education Coordinating Board

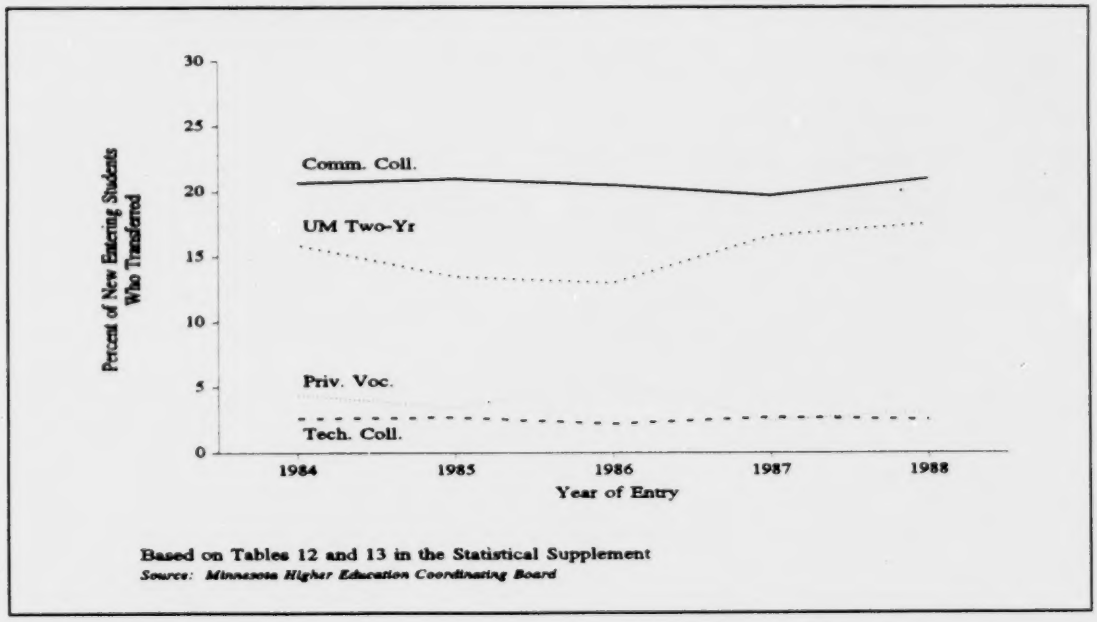
NOTE: Generally only community colleges offer programs designed for transfer to a baccalaureate institution.

Figure 11. Female New Entering Students In Sub-Baccalaureate Institutions, Fall 1984 Through Fall 1987, Who Transferred To A Baccalaureate Institution Within Three Years After Entry



Based on Tables 12 and 13 in the Statistical Supplement
Source: Minnesota Higher Education Coordinating Board

Figure 12. Male New Entering Students In Sub-Baccalaureate Institutions, Fall 1984 Through Fall 1987, Who Transferred To A Baccalaureate Institution Within Three Years After Entry



Based on Tables 12 and 13 in the Statistical Supplement
Source: Minnesota Higher Education Coordinating Board

NOTE: Generally only community colleges offer programs designed for transfer to a baccalaureate institution.

TRANSFER BY RACIAL/ETHNIC BACKGROUND

Transfer of new entering students by racial/ethnic background is the focus of this section. The racial/ethnic categories in the analysis are:

- American Indian
- Asian or Pacific Islander
- Black, Non-Hispanic
- Hispanic
- White, Non-Hispanic

The data show that minority students generally increased in both absolute numbers and as a proportion of total new entering students in sub-baccalaureate systems. The numbers of minority students by category are too small to depict on graphs. Except for White, Non-Hispanics, transfers by category occurred in substantial numbers only from community colleges. Figure 13 shows new entering students in community colleges, fall 1984 through fall 1988, who transferred to a baccalaureate institution within three years after entry.

American Indian

- Transfer rates to baccalaureate institutions for American Indian new entering students in community colleges between fall 1984 and fall 1988 varied between over 14 percent and approximately 10 percent.

Asian, Pacific Islander

- Transfer rates to baccalaureate institutions for Asian and Pacific Islander new entering students in community colleges between fall 1984 and fall 1988 varied between approximately 17 percent and 23 percent.

Black, Non-Hispanic

- Transfer rates to baccalaureate institutions for Black, Non-Hispanic new entering students in community colleges between fall 1984 and fall 1988 increased from approximately 9 percent to over 13 percent.

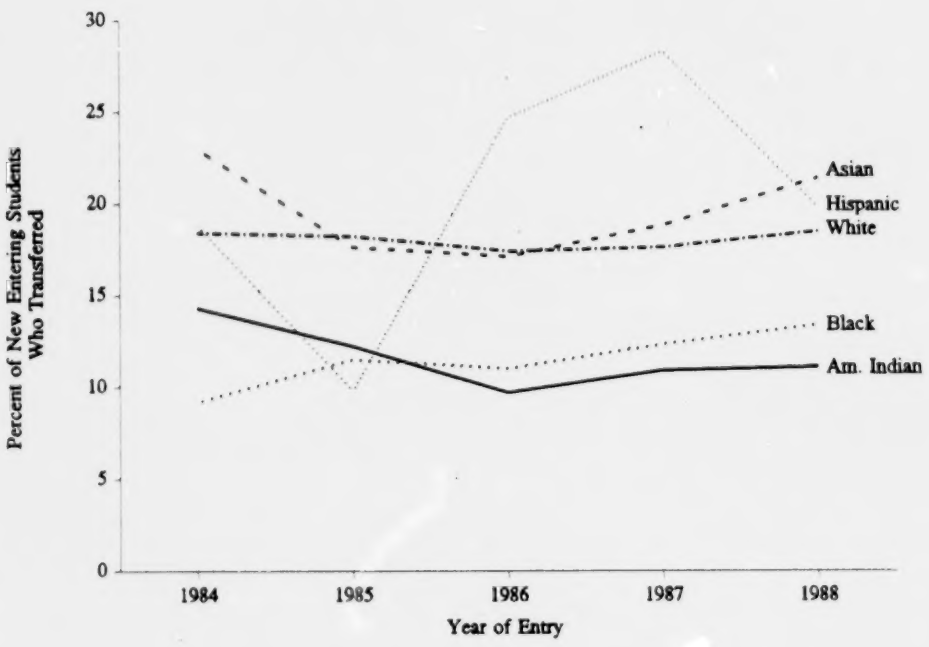
Hispanic

- Transfer rates to baccalaureate institutions for Hispanic new entering students in community colleges between fall 1984 and fall 1988 varied between approximately 10 percent and over 28 percent.

White, Non-Hispanic

- Transfer rates to baccalaureate institutions for White, Non-Hispanic new entering students in community colleges, between fall 1984 and fall 1988, remained generally stable at between approximately 17 and 18.5 percent.

Figure 13. New Entering Students By Racial/Ethnic Background In Community Colleges, Fall 1984 Through Fall 1987, Who Transferred To A Baccalaureate Institution Within Three Years After Entry



Based on Tables 15 through 19 in the Statistical Supplement

Source: Minnesota Higher Education Coordinating Board

CHAPTER 3. TRANSFER AND ACADEMIC PROGRESS

This chapter examines the academic progress of students who attended a baccalaureate institution in Minnesota three years after initial entry at a sub-baccalaureate institution. Academic progress at a baccalaureate institution is measured by the reported student level for fall term of the third year after entry:

- lower division, which includes freshmen and sophomores,
- upper division, which includes junior, senior and upper division (applicable only to Metro State University); and,
- unclassified undergraduate.

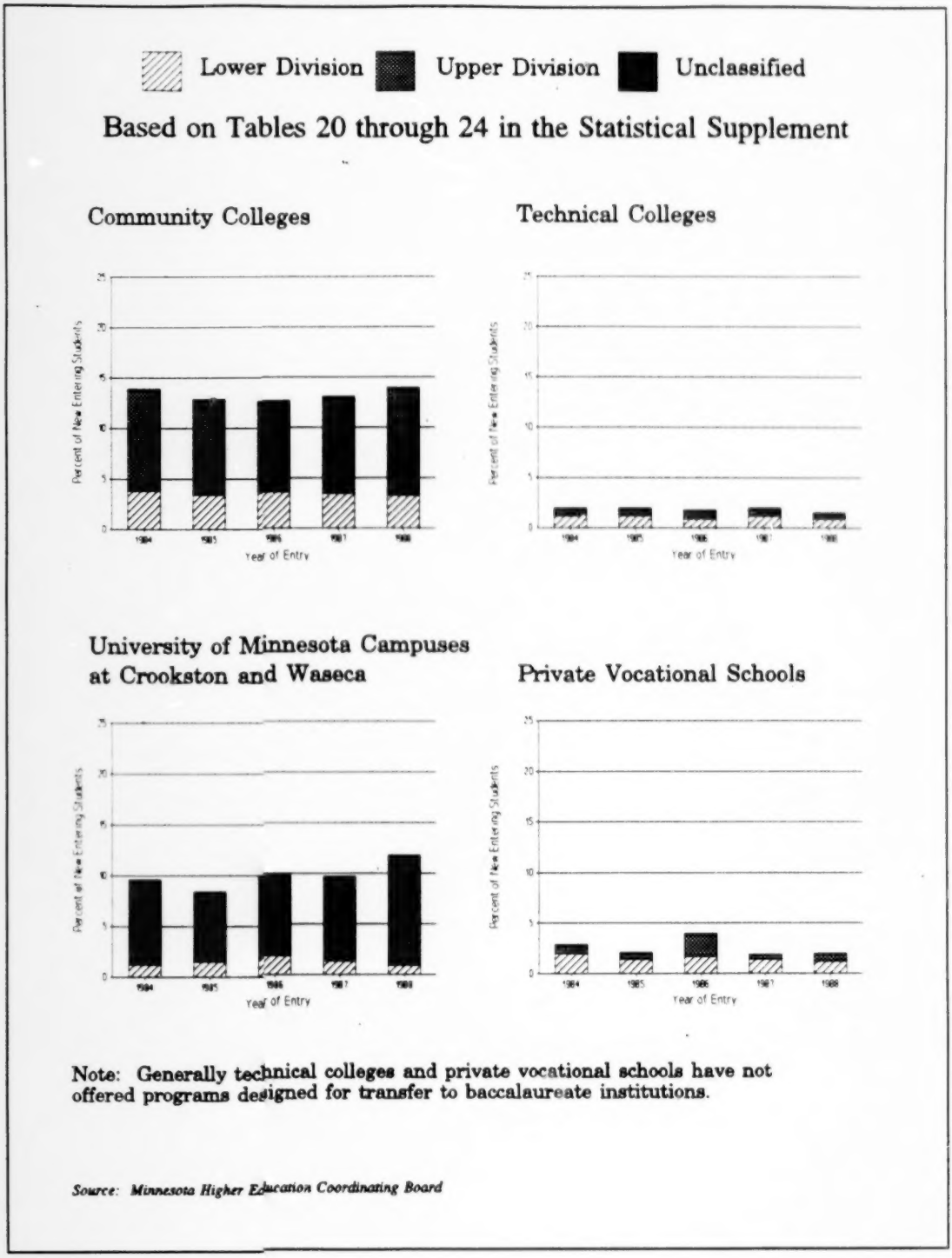
Available data permit analysis of enrollments of five groups of new entering students, from fall 1984 through fall 1988. This analysis only includes students enrolled as undergraduates in the third year after entry. Consequently, the numbers of students generally are smaller than in the earlier analysis of total transfer over a four-year period. At least two reasons account for smaller numbers. One is students may have stopped attending by the fourth year. Another is students may have completed programs and received degrees. As data on degrees conferred to students become available, completion can be included in the analysis of academic progress.

OVERALL ACADEMIC PROGRESS OF TRANSFER STUDENTS

Figure 14 shows by student level the percent of new entering students in sub-baccalaureate systems for each year from fall 1984 through fall 1988 who attended a baccalaureate institution in the third year after entry, fall 1987 through fall 1991.

- Of new entering students at community colleges between 1984 and 1988, approximately 9 to over 10 percent were in the upper division and 3 to nearly 4 percent were in the lower division of a baccalaureate institution in the third year after entry.
- Of new entering students at the University of Minnesota campuses of Crookston and Waseca between 1984 and 1988 approximately 7 to over 10 percent were in the upper division and 1 to nearly 2 percent were in the lower division of a baccalaureate institution in the third year after entry.
- A slight increase was apparent in the attendance in the third year after entry of new entering students at community colleges and the University of Minnesota campuses of Crookston and Waseca from 1985 through 1988.

Figure 14. Percent Of New Entering Students In Sub-Baccalaureate Institutions, Fall 1984 Through Fall 1988, Who Attended A Baccalaureate Institution In The Third Year After Entry, By Student Level



Note: Generally technical colleges and private vocational schools have not offered programs designed for transfer to baccalaureate institutions.

Source: Minnesota Higher Education Coordinating Board

ACADEMIC PROGRESS OF TRANSFER STUDENTS BY FULL-TIME AND PART-TIME STATUS

Figures 15 and 16 examine the academic progress of new entering students, by full-time and part-time status, from fall 1984 through fall 1988, who attended a baccalaureate institution in the third year after entry. While all systems had substantial numbers of full-time students, only the community colleges had large numbers of part-time students for the years under study.[14]

Full-Time Students

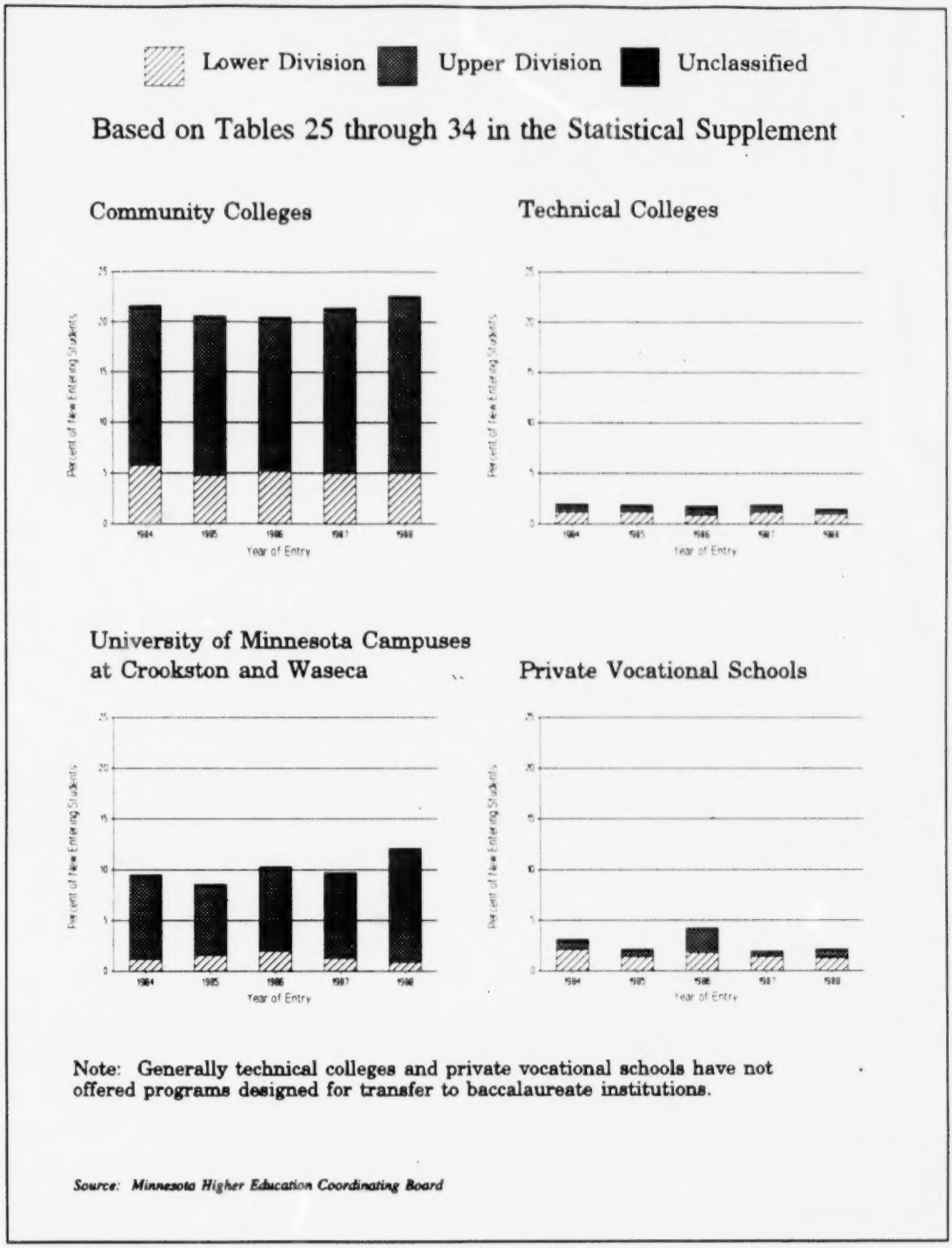
- Of full-time new entering students at community colleges between 1984 and 1988, 15 to 17 percent were in the upper division and approximately 5 to 6 percent were in the lower division of a baccalaureate institution in the third year after entry.
- Of full-time new entering students at the University of Minnesota campuses of Crookston and Waseca between 1984 and 1988, approximately 7 to 11 percent were in the upper division and approximately 1 to 2 percent were in the lower division of a baccalaureate institution in the third year after entry.

Part-Time Students

- Of part-time new entering students at community colleges between 1984 and 1988, approximately 3 to 4 percent were in the upper division and approximately 1 to 2 percent were in the lower division of a baccalaureate institution in the third year after entry.

[14] The technical colleges have restructured their instructional programs since the middle 1980s, one consequence of which has been a considerable increase in part-time enrollments.

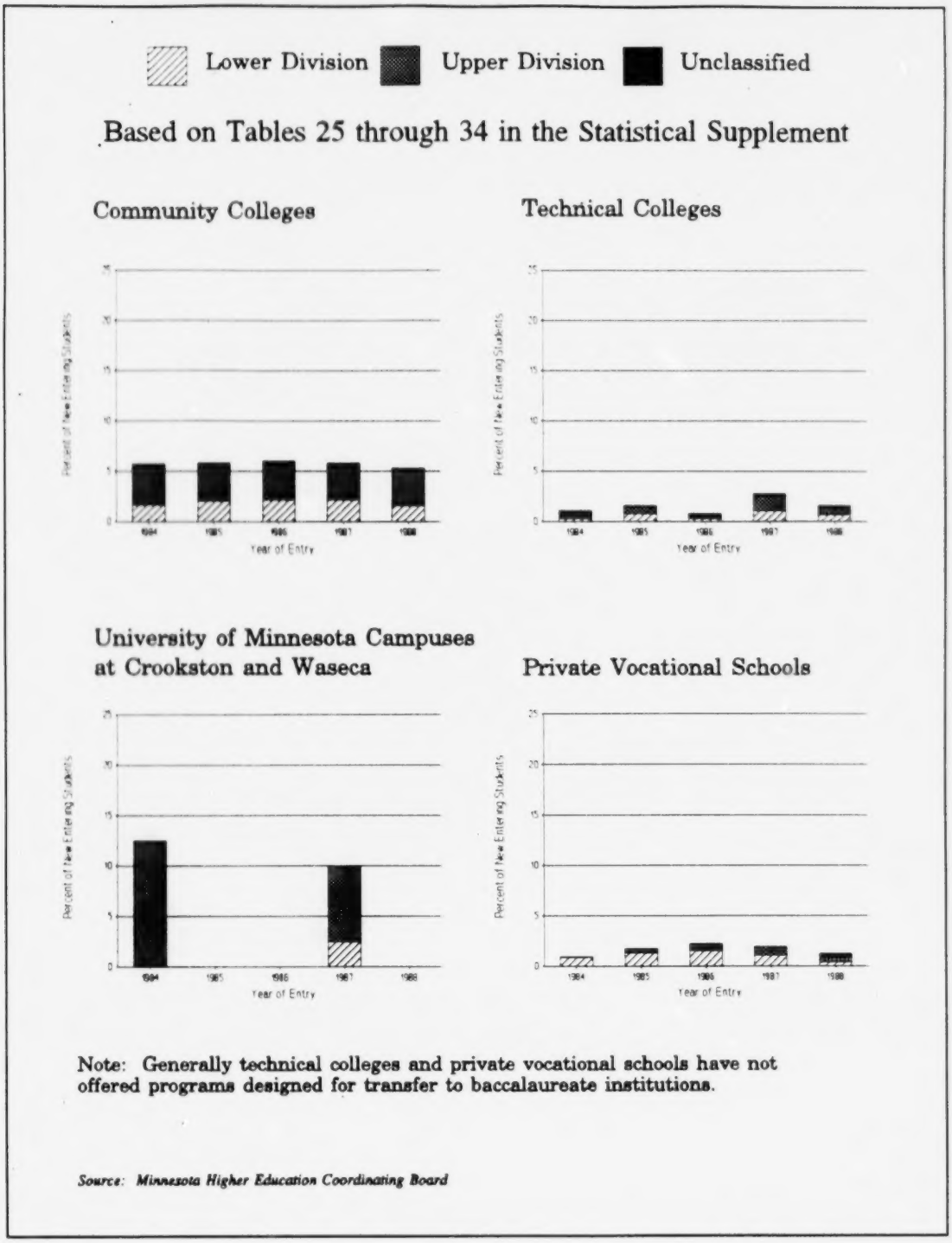
Figure 15. Percent Of Full-Time New Entering Students In Sub-Baccalaureate Institutions, Fall 1984 Through Fall 1988, Who Attended A Baccalaureate Institution In The Third Year After Entry, By Student Level



Note: Generally technical colleges and private vocational schools have not offered programs designed for transfer to baccalaureate institutions.

Source: Minnesota Higher Education Coordinating Board

Figure 16. Percent Of Part-Time New Entering Students In Sub-Baccalaureate Institutions, Fall 1984 Through Fall 1988, Who Attended A Baccalaureate Institution In The Third Year After Entry, By Student Level



Note: Generally technical colleges and private vocational schools have not offered programs designed for transfer to baccalaureate institutions.

Source: Minnesota Higher Education Coordinating Board

ACADEMIC PROGRESS OF TRANSFER STUDENTS BY AGE

This section examines the academic progress by age of new entering students who transferred to baccalaureate institutions. Two age categories are used: age 24 or younger shown in Figure 17 and age 25 or older shown in Figure 18. The University of Minnesota campuses of Crookston and Waseca had low numbers of students age 25 years or older for the years under study.

Students Age 24 Years or Younger

- Of new entering students age 24 or younger at community colleges between 1984 and 1988, 12.5 to 14 percent were in the upper division. Approximately 5 to 5.5 percent were in the lower division of a baccalaureate institution in the third year after entry.

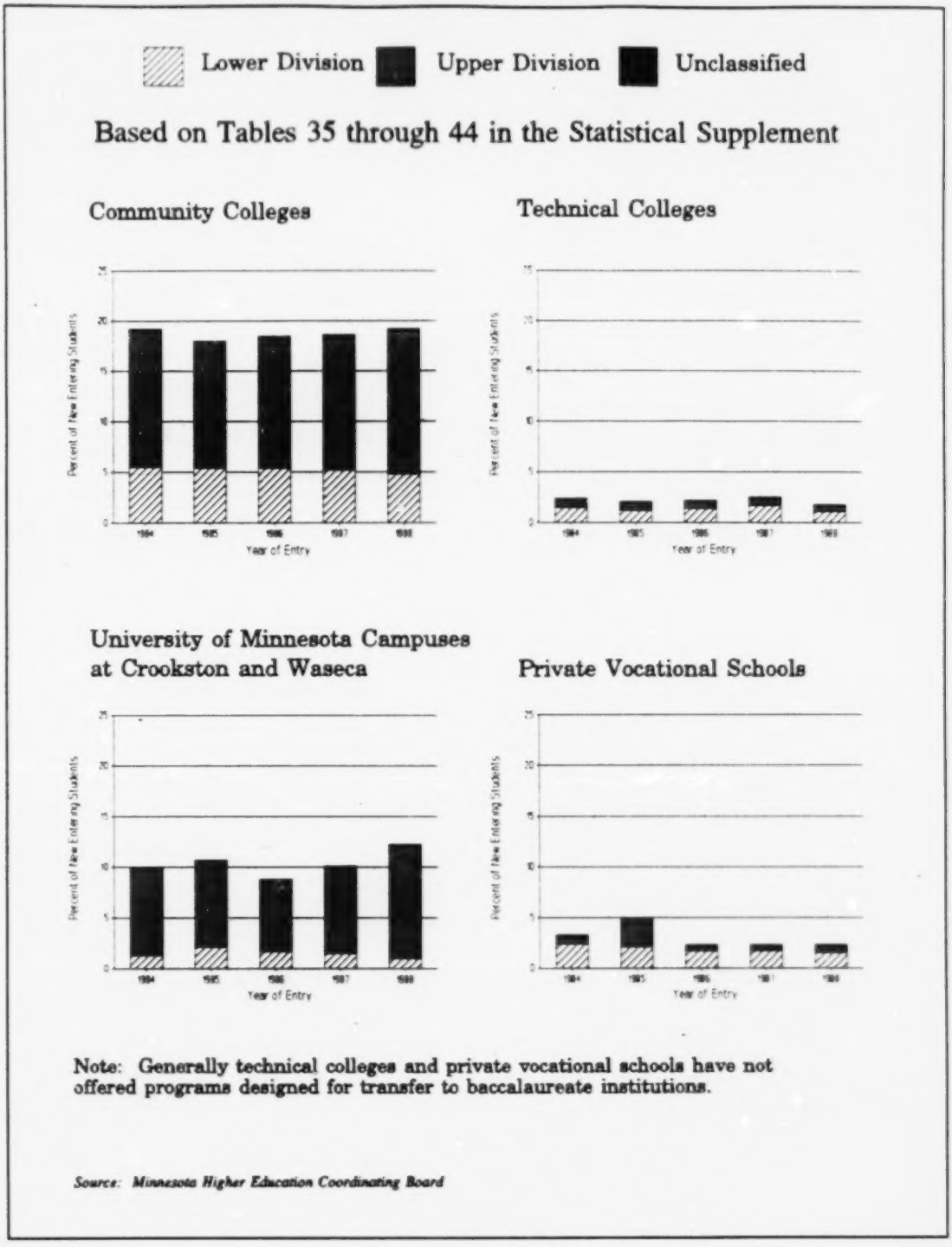
- Of new entering students age 24 or younger at the University of Minnesota campuses of Crookston and Waseca between 1984 and 1988, approximately 7 to 11 percent were in the upper division. Approximately 1 to 2 percent were in the lower division of a baccalaureate institution in the third year after entry.

Students Age 25 Years or Older

Only the community colleges had substantial numbers of students age 25 or older during the period under study.

- Of new entering students age 25 or older at community colleges between 1984 and 1988, approximately 4 to 5 percent were in the upper division. Approximately 1 percent were in the lower division of a baccalaureate institution in the third year after entry.

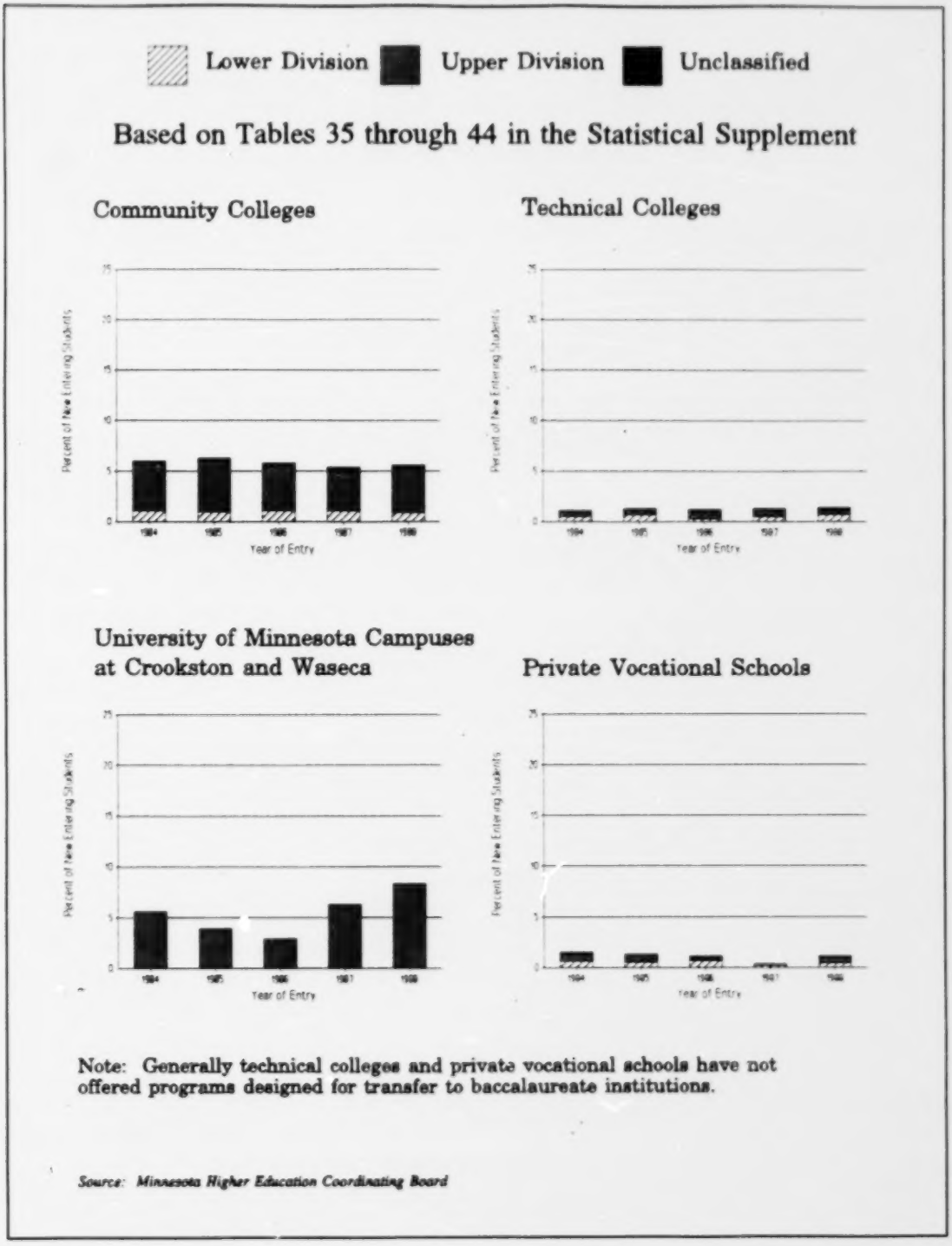
Figure 17. Percent Of New Entering Students Age 24 Or Younger In Sub-Baccalaureate Institutions, Fall 1984 Through Fall 1988, Who Attended A Baccalaureate Institution In The Third Year After Entry, By Student Level



Note: Generally technical colleges and private vocational schools have not offered programs designed for transfer to baccalaureate institutions.

Source: Minnesota Higher Education Coordinating Board

Figure 18. **Percent Of New Entering Students Age 25 Or Older In Sub-Baccalaureate Institutions, Fall 1984 Through Fall 1988, Who Attended A Baccalaureate Institution In The Third Year After Entry, By Student Level**



Note: Generally technical colleges and private vocational schools have not offered programs designed for transfer to baccalaureate institutions.

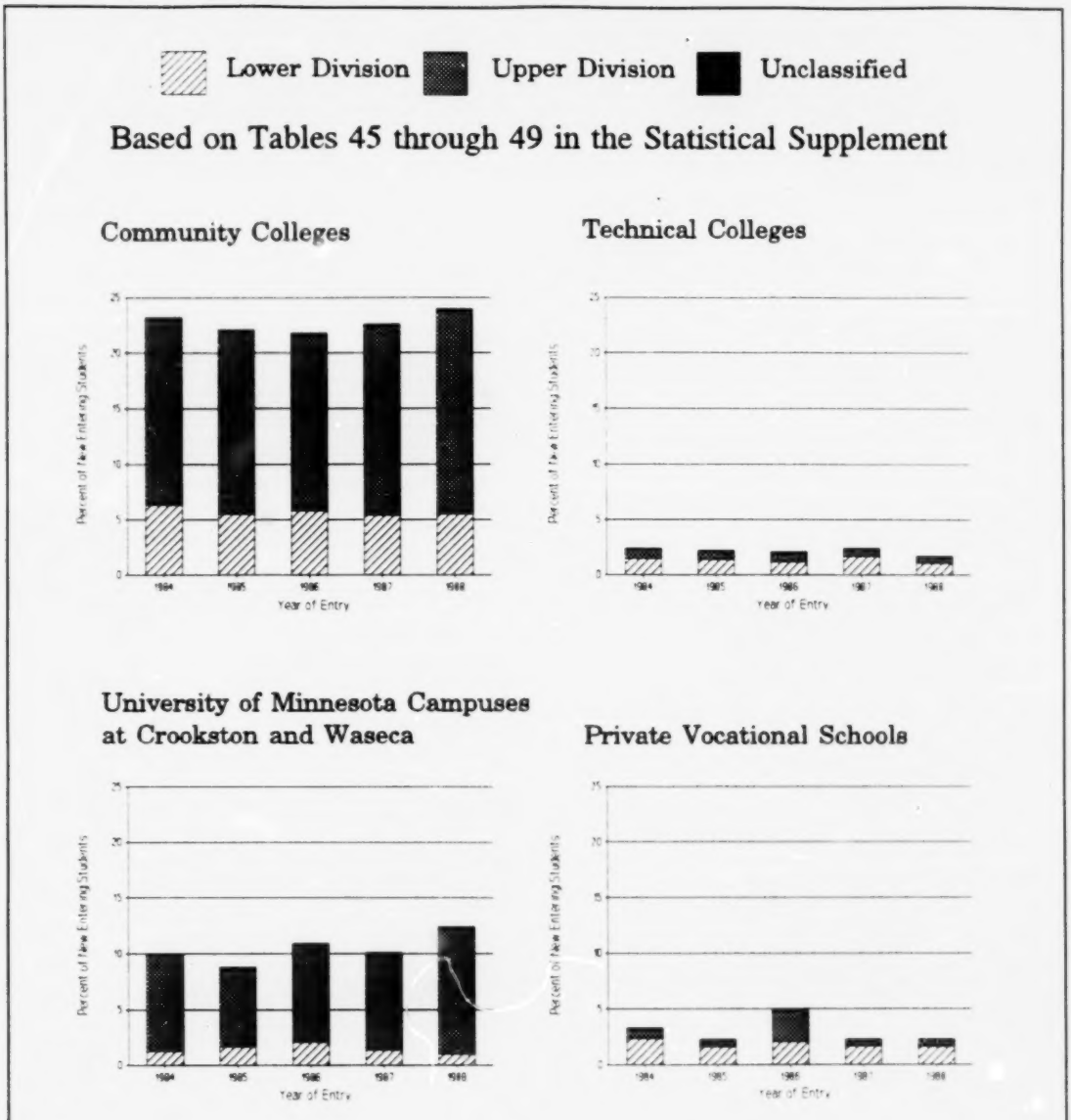
Source: Minnesota Higher Education Coordinating Board

Full-Time Students Age 24 or Younger

This section focuses on full-time new entering students age 24 or younger. These students receive special attention because they historically have constituted the greatest number of baccalaureate degree-seeking students. Figure 19 shows, by student level, the percent of full-time new entering students age 24 or younger in sub-baccalaureate systems between 1984 and 1988 who attended a baccalaureate institution in the third year after entry.

- Of full-time new entering students age 24 or younger at community colleges between 1984 and 1988, approximately 16 to 18 percent were in the upper division. Approximately 5 to over 6 percent were in the lower division of a baccalaureate institution three years later.
- Of full-time new entering students age 24 or younger at the University of Minnesota campuses of Crookston and Waseca between 1984 and 1988, approximately 7 to over 11 percent were in the upper division. One to over 2 percent were in the lower division of a baccalaureate institution three years later.

Figure 19. Percent Of Full-Time New Entering Students Age 24 Or Younger In Sub-Baccalaureate Institutions, Fall 1984 Through Fall 1988, Who Attended A Baccalaureate Institution In The Third Year After Entry, By Student Level



Note: Generally technical colleges and private vocational schools have not offered programs designed for transfer to baccalaureate institutions.

Source: Minnesota Higher Education Coordinating Board

ACADEMIC PROGRESS OF TRANSFER STUDENTS BY GENDER

Figures 20 and 21 in this section examine the academic progress of male and female new entering students at sub-baccalaureate institutions, fall 1984 through fall 1988, who attended a baccalaureate institution in the third year after entry.

Female Students

- Of female new entering students at community colleges between 1984 and 1988, approximately 8 to 9.5 percent at the community colleges were in the upper division. About 3 percent were in the lower division of a baccalaureate institution three years later.

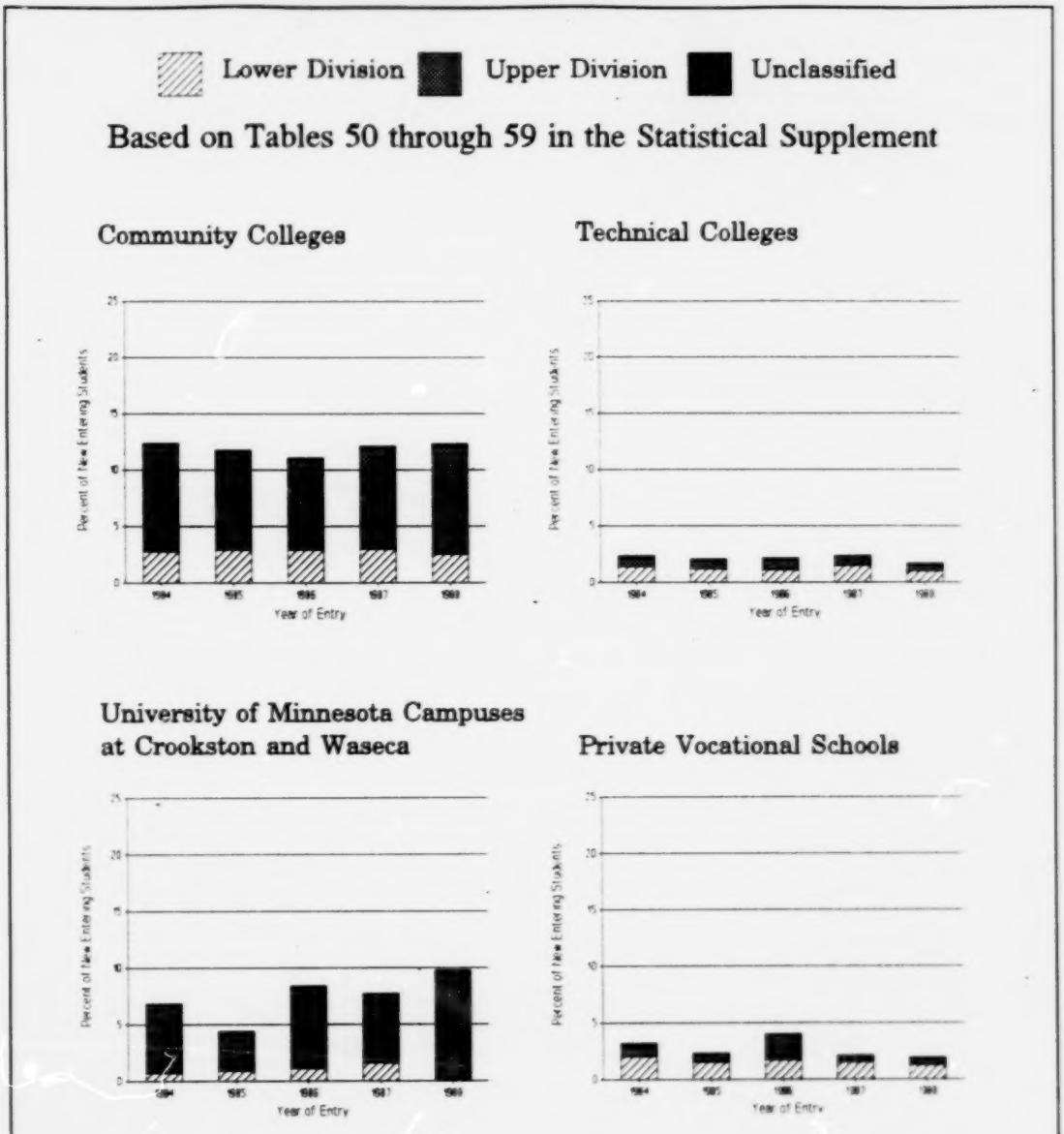
- Of female new entering students at the University of Minnesota campuses of Crookston and Waseca between 1984 and 1988, approximately 3.5 to over 9 percent were in the upper division of a baccalaureate institution three years later.

Male Students

- Of male new entering students at community colleges between 1984 and 1988, approximately 11 to 12 percent were in the upper division. Approximately 4 to 5 percent were in the lower division of a baccalaureate institution three years later.

- Of male new entering students at the University of Minnesota campuses at Crookston and Waseca between 1984 and 1988, approximately 9 to 12 percent were in the upper division. Approximately 1 to nearly 3 percent were in the lower division of a baccalaureate institution three years later.

Figure 20. Percent Of Female New Entering Students In Sub-Baccalaureate Institutions, Fall 1984 Through Fall 1988, Who Attended A Baccalaureate Institution In The Third Year After Entry, By Student Level



Note: Generally technical colleges and private vocational schools have not offered programs designed for transfer to baccalaureate institutions.

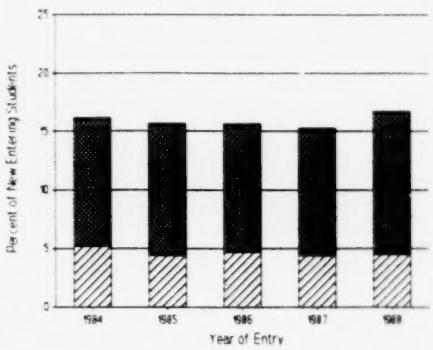
Source: Minnesota Higher Education Coordinating Board

Figure 21. Percent Of Male New Entering Students In Sub-Baccalaureate Institutions, Fall 1984 Through Fall 1988, Who Attended A Baccalaureate Institution In The Third Year After Entry, By Student Level

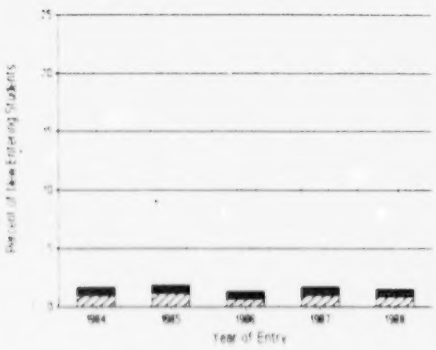
Lower Division Upper Division Unclassified

Based on Tables 50 through 59 in the Statistical Supplement

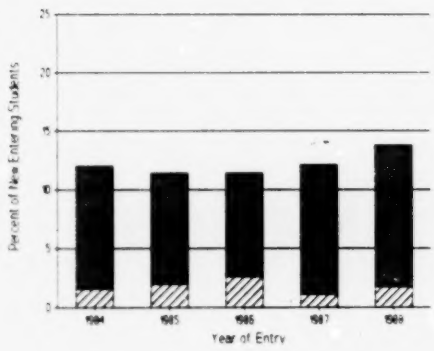
Community Colleges



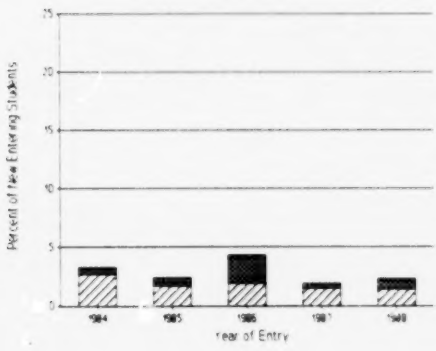
Technical Colleges



University of Minnesota Campuses at Crookston and Waseca



Private Vocational Schools



Note: Generally technical colleges and private vocational schools have not offered programs designed for transfer to baccalaureate institutions.

Source: Minnesota Higher Education Coordinating Board

ACADEMIC PROGRESS OF TRANSFER STUDENTS BY RACIAL/ETHNIC BACKGROUND

The academic progress of transfer students by racial/ethnic background is the subject of this section. Except for the White, Non-Hispanic category, transfers among racial/ethnic groups occurred in substantial numbers only from community colleges. Figure 22, consequently, depicts the academic progress of Non-White new entering students at community colleges, fall 1984 through fall 1988, who attended a baccalaureate institution in the third year after entry. Figure 23 provides the same graphic representation for White, Non-Hispanic new entering students at all sub-baccalaureate institutions. Except for White, Non-Hispanic students at community colleges, there were no distinct trends in the analysis of academic progress of transfer students by racial/ethnic background.

American Indian

- Among American Indian new entering students at community colleges from 1984 through 1988, the number who were in the upper division of a baccalaureate institution three years later varied from approximately 3 to nearly 7 percent.

- Among American Indian new entering students at community colleges from 1984 through 1988, the number in the lower division of a baccalaureate institution three years later was stable at approximately 3 percent.

Asian or Pacific Islander

- Among Asian or Pacific Islander new entering students at community colleges from 1984 through 1988, the number who were in the upper division of a baccalaureate institution three years later varied from approximately 7 to nearly 12 percent.

- Among Asian or Pacific Islander new entering students at community colleges from 1984 through 1988, the number in the lower division of a baccalaureate institution three years later was stable at approximately 5 to 6 percent.

Black, Non-Hispanic

- Among Black, Non-Hispanic new entering students at community colleges from 1984 through 1988, the number who were in the upper division of a baccalaureate institution three years later varied from approximately 1 to nearly 5 percent.

- Among Black, Non-Hispanic new entering students at community colleges from 1984 through 1988, the number who were in the lower division of a baccalaureate institution three years later varied from approximately 2 to over 5 percent.

Hispanic

- Among Hispanic new entering students at community colleges from 1984 through 1988, the number who were in the upper division of a baccalaureate institution three years later varied from approximately 2 to over 13 percent.

- Among Hispanic new entering students at community colleges from 1984 through 1988, the number in the lower division of a baccalaureate institution three years later varied from approximately 3 to over 9 percent.

White, Non-Hispanic

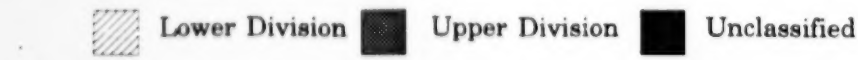
- Among White, Non-Hispanic new entering students at community colleges from 1984 through 1988, the number who were in the upper division of a baccalaureate institution three years later varied from approximately 9 to 11 percent.

- Among White, Non-Hispanic new entering students at community colleges from 1984 through 1988, the number in the lower division of a baccalaureate institution three years later was stable at approximately 3.6 percent.

- Among White, Non-Hispanic new entering students at the University of Minnesota campuses of Crookston and Waseca from 1984 through 1988, the number who were in the upper division of a baccalaureate institution three years later varied from approximately 7 to over 11 percent.

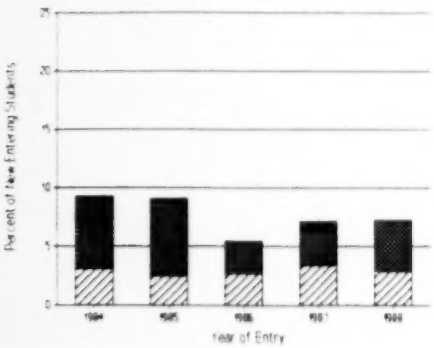
- Among White, Non-Hispanic new entering students at the University of Minnesota campuses of Crookston and Waseca from 1984 through 1988, the number in the lower division of a baccalaureate institution three years later was stable at approximately 1 percent.

Figure 22. Percent Of Minority New Entering Students In Community Colleges, Fall 1984 Through Fall 1988, Who Attended A Baccalaureate Institution In The Third Year After Entry, By Student Level

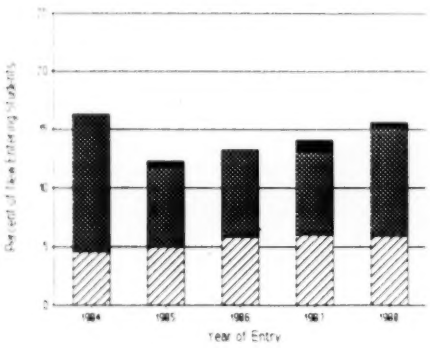


Based on Tables 80 through 85 in the Statistical Supplement

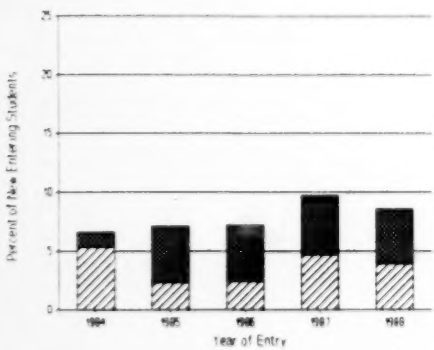
American Indian



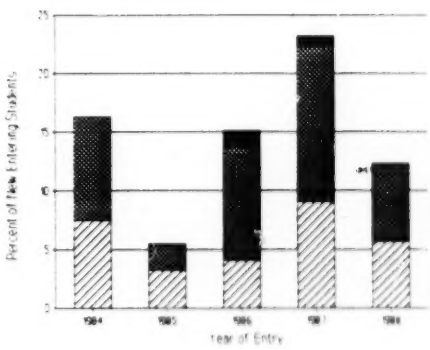
Asian, or Pacific Islander



Black, Non-Hispanic



Hispanic



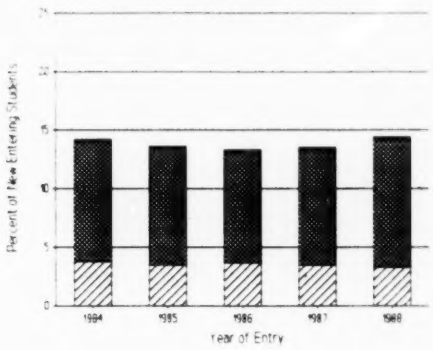
Source: Minnesota Higher Education Coordinating Board

Figure 23. Percent Of White, Non-Hispanic New Entering Students In Sub-Baccalaureate Institutions, Fall 1984 Through Fall 1988, Who Attended A Baccalaureate Institution In The Third Year After Entry, By Student Level

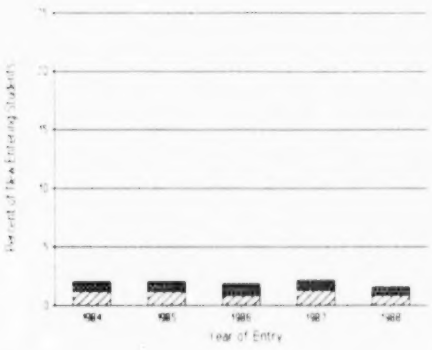
Lower Division Upper Division Unclassified

Based on Tables 80 through 85 in the Statistical Supplement

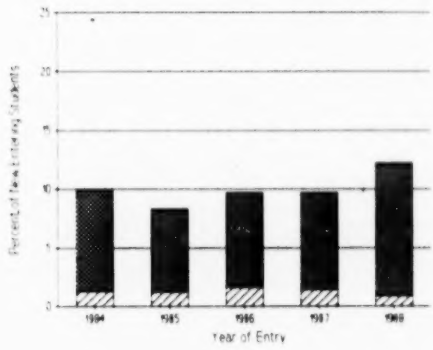
Community Colleges



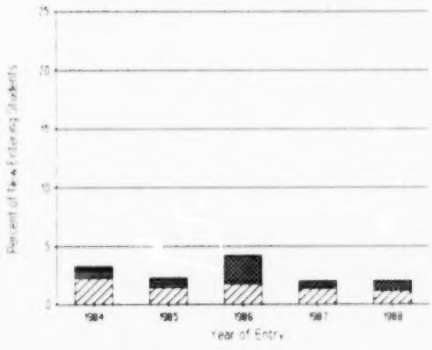
Technical Colleges



University of Minnesota Campuses at Crookston and Waseca



Private Vocational Schools



Note: Generally technical colleges and private vocational schools have not offered programs designed for transfer to baccalaureate institutions.

Source: Minnesota Higher Education Coordinating Board

APPENDIX

Table 1. Minnesota Community And Technical Colleges Grouped By Presence Or Absence Of Public Baccalaureate Institution In Same Community

Greater Minnesota Community Colleges Without Proximate Baccalaureate Institution

Arrowhead-Hibbing
Arrowhead-Itasca
Arrowhead-Mesabi
Arrowhead-Rainy River
Arrowhead-Vermilion
Austin
Clearwater-Brainerd
Clearwater-Fergus Falls
Clearwater-Northland
Willmar
Worthington

Twin Cities Community Colleges With Proximate Baccalaureate Institution

Anoka-Ramsey
Inver Hills
Lakewood
Minneapolis
Normandale
North Hennepin

Greater Minnesota Community Colleges With Proximate Baccalaureate Institution

Rochester

Greater Minnesota Technical Colleges Without Proximate Baccalaureate Institution

Albert Lea
Alexandria
Austin
Brainerd
Detroit Lakes
East Grand Forks
Eveleth
Faribault
Hibbing
Hutchinson
Pine City
Red Wing
Southwestern-Canby
Southwestern-Granite Falls
Southwestern-Jackson
Southwestern-Pipestone
Staples
Thief River Falls
Wadena
Willmar

Table 1. Minnesota Community And Technical Colleges Grouped By Presence Or Absence Of Public Baccalaureate Institution In Same Community (continued)

Greater Minnesota Technical Colleges Without Proximate Baccalaureate Institution

Bemidji
Duluth
Mankato
Moorhead
Rochester
Saint Cloud
Winona

Twin Cities Area Technical Colleges With Proximate Baccalaureate Institution

Anoka
Dakota County
Hennepin
Minneapolis
Northeast Metro
Saint Paul

Table 2. Minnesota Private Vocational Schools

Private Vocational Schools Reporting Enrollments to the Higher Education Coordinating Board

Academy of Accountancy
American Indian OIC School
Brooks Barber School
Brooks Beauty School
Brown Institute
Career Beauty Academy
Control Data Institute
Control Data Institute
Cosmetology Careers-Duluth
Cosmetology Careers-Duluth West
Cosmetology Careers-Hibbing
Cosmetology Careers-Virginia
Cosmetology Training Center
Cosmetology Training Center - Columbia Heights
Cosmetology Training Center-Faribault
Cosmetology Training Center-Mankato
Cosmetology Training Center - Minneapolis/Richfield
Cosmetology Training Center-Rochester
Cosmetology Training Center-Saint Paul
Duluth Business University
Dunwoody Industrial Institute
Fairview Deaconess School of Nursing
Florian School of Cosmetology
Globe College of Business
Horst Education Center
John Robert Power
Lakeland Medical-Dental
Lowthian School
Mankato Commercial
Maxims Beauty College
Mayo School of Health-Related Sciences
Medical Institute of Minnesota
Midway College of Hair Design
Minneapolis Business College
Minneapolis Drafting School
Minneapolis School of Anesthesia
Minneapolis School of Massage
Minnesota Beauty College
Minnesota Institute of Medical-Dental Assistants
Minnesota School of Business
Model College of Hair Design
Moler Barber College
Mounds-Midway Nursing School
North Memorial School of X-Ray
Northern Lights School of Massage
Northwest Institute Medical Laboratory
Northwest Technical Institute
Northwestern Electronic Institute
NTI School of Drafting
Oliver Thein Beauty School
Ramsey County OIC School
Rasmussen Business College-Mankato
Rasmussen Business College-Minneapolis
Rasmussen Business College-Saint Paul
Ritas Moorhead Beauty Schcol
Ritter Albert Lea Beauty School
Ritter Fergus Falls Beauty School
Ritter Saint Paul Beauty School
Robinsons Beauty School
Saint Cloud Beauty
Saint Cloud Business College
Saint Cloud Hospital School of Nursing
Saint Cloud School of X-Ray
Saint Lukes School of Nursing
Saint Mary's School of Practical Nursing
Saint Paul Barber School
Sawyer School
School of Communication Arts
Scot Lewis School-Bloomington
Scot Lewis School-Saint Louis Park
The McConnell School
Travel Career School
Vera Slater Beauty School

Table 3. Minnesota Baccalaureate Institutions

State University System

Bemidji State University
Mankato State University
Metropolitan State University
Moorhead State University
Saint Cloud State University
Southwest State University
Winona State University
Winona-Rochester Center

University of Minnesota

University of Minnesota - Duluth
University of Minnesota - Morris
University of Minnesota - Twin Cities

Private Colleges

Augsburg College
Bethel College
Carleton College
College of Saint Benedict
College of Saint Catherine
College of Saint Scholastica
College of Saint Teresa
College of Saint Francis
Concordia-Moorhead
Concordia-Saint Paul
Dr Martin Luther
Gustavus Adolphus
Hamline University
Macalester College
Minnesota Bible College
Minneapolis College of Art & Design
NAES College
National College
North Central Bible College
Northwestern College
Pillsbury Baptist College
Saint John's University
Saint Mary's College of Minnesota
Saint Olaf College
Saint Paul Bible College
School of Associated Arts
University of Saint Thomas

Minnesota
Higher Education
Coordinating Board